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INDIANA
SCHOOL JOURNAL

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

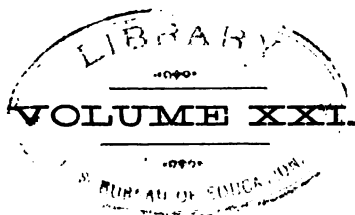
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1876.

County superintendents of the Fifth District.....	183
County Superintendents' State Convention.....	184, 223
Commencement Speeches.....	274
Colleges.....	286
Consolidation of Northern Indiana Teacher.....	377
Childhood and school days of Lord Macaulay.....	401
Centennial Declaration of Independence.....	411
Corrected list of county superintents	531

D

Deficit in the School Fund.....	26, 81
Decisions of State Superintendent.....	75, 76, 265, 374, 424, 522
Drawing in public schools.....	97, 218
Don't say.....	433

E

Emotions and Resolutions.....	18
Editorial.....	28, 77, 124, 170, 216, 267, 342, 377, 426, 474, 524, 569
Extracts from superintendent's report.....	121
Educational history of Presidents.....	231
Errors in grammar.....	420
Examination Questions.....	433

G

Geography.....	14
Good behavior.....	124
"Grammatical Error".....	174
General defects in teaching Reading.....	361

H

High and low standards.....	30
Higher Education—Danger.....	125
How to teach spelling.....	161
How to gain and how not to gain attention.....	232
"He's a Brick".....	255
Honorary Titles.....	267, 392
Half-day system.....	275
High schools.....	234
History of public schools in Indiana.....	295
History of Indiana State Teachers' Association.....	317
How high.....	421
How to organize.....	434
How to study.....	469

INDEX.

v

Household Helps	471
How Gen. Newton raised Hell-Gate	515
How to stimulate pupils to read	572
How to spend your evenings	572

I

Importance of preparation	16
Is it honest?	40
Institutes	44, 98, 191, 392, 488, 487, 537, 584
Important studies	418

J

Japan's Progress in Education	582
-------------------------------------	-----

K

Kindergarten toys—How to use them	1, 72, 106, 380
---	-----------------

L

Local	48, 96, 142, 190, 289, 291, 346, 397, 447, 492, 542, 587
Liberal learning and long life	114
Living Words	248
Latin in high schools	259
Laws of health as applied to education	356
Literary Clubs	474
Limitation of time in examinations	477

M

Miscellany	34, 84, 134, 180, 224, 276, 343, 386, 481, 480, 529, 575
Minutes of State Teachers' Association	61
Method of giving botany lessons to children	160
Methods of teaching kindness to animals	256
Motive and Health	358
Mark Twain on Spelling	422
Mrs.—How to pronounce it	430
Meeting of State Board of Education	482

N

Northern Indiana Normal School and Business Institute	36, 392
"Normal"	128
Normal Institutes	223, 287, 344, 380, 388, 436, 485
National Educational Association	233, 278, 390

O

Obligatory elementary studies in Prussia	10
Origin and Idea of the school—How to realize the idea	20
Official	26, 75, 121, 566
Objects and methods of school government	145
Overwork	175
Oral Teaching	478
Official Decisions	567

P

Primary Teaching	3
Prayer	16
Personal	43, 91, 139, 186, 236, 289, 345, 394, 442, 485, 585, 583
Purdue University	83, 183, 174
Politics and Education	131
Programme of recitation	157
Per centage—How to teach it	159
Primary Reading	166
Plant a centennial tree	178, 528
Political platforms and public schools	221
Pres. E. E. White's Inaugural Address	385
Phonography, or Short-hand writing	472
Primary Instruction	565
Programme of State Teachers' Association	578

Q

Questions for examination by the State Board	84, 134, 224, 386,
	[431, 480, 529, 575

R

Repeal of the county superintendency law	36, 173, 182, 342, 428
Results of Education	118
Recitation Hearing	120
Red Tape	129
Report on the use of tobacco	226
Reduction of teachers' salaries	272
Reflex influence of teaching	543
Round Table of Western Superintendents	590

S

Science in the public schools	25
Study of English composition	28
State superintendency	30, 80, 132, 524
State University	186, 391

INDEX.

vii

Self-made men	169
Stick to your business	212
Some facts about our schools	270
Subjective friends and enemies of scholarship	366, 408, 510
Spelling reform	378
Specimen of spelling by sound without new letters	379
Snow Flakes	388
State Normal School	391
System of selecting teachers for country schools	427
Study of Words—Corn	459
Shall teachers be pensioned	475
State Association	526
School legislation	526
Socials and Brains	571

T

Teacher's daily preparation	11
The President on public schools	32
The international date lines	32
Teaching children to study	127
Teaching children their letters	162
Talmage on the Bible in school	178
The old elm of Boston	175
The travel of sound	200
The inconvenience of being named Smith	201
Teaching German in the high schools	208
The educational struggle in England	207
The first red cent	215
The high school question	220, 369
The "general" as an element of power	250
The Kentucky shower of flesh	253
This Journal and Politics	268
Teachers' Excursion	269
The house fly	464
The Centennial at home	425
The murder of F. Hanford, Chicago	426
The first morning—Ten suggestions	429
The subjunctive mood	556
Tax and Temperance	569
The Elements of a good Teacher	570
The Arctic Ocean frozen over	577

V

Visiting scholars and parents	449
Volume XXI	578

W

What knowledge is of most worth.....	22
What do teachers read?.....	176
Ways and Means.....	198
Whispering in school.....	209
Who shall be our Primary Teachers?.....	849
Who should appoint teachers?.....	511
When school lets out (a poem).....	515
Why do ten units of one order make one of the next highest order?.....	568
What is Practical.....	578

Y

Yosemite Valley.....	470
----------------------	-----

INDIANA SCHOOL JOURNAL

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No. 1

KINDERGARTEN TOYS AND HOW TO USE THEM.*

BY HEINRICH HOFFMAN.

THIRD GIFT.

ONE of the greatest blessings ever bestowed on mankind by the great Giver of all bounties, is the spirit of inquiry—that eager, restless thirst after knowledge, which has been the first and principal agent of all human progress. Without it, we should scarcely have raised above a mere animal existence. The same spirit that prompts men like Humboldt, or Livingstone, to hazard their invaluable lives in inconceivable dangers, animates every little child, and manifests itself in every action, in every idea of his play. A single cube, after being fully comprehended, will not satisfy him long. If he had a knife, and if the material of the cube would less resist him, he would certainly divide it in parts, to investigate the interior, and to have materials for new and further compositions. This natural tendency led Fröbel to select for the Third Gift a wooden cube, divided into eight equal parts, so that each part should represent the whole on a smaller scale. Thus we have in this Gift, or Box, eight cubes. The first thing the child will have to learn must be the proper mode of opening, emptying, refilling, and closing the box. The lid is opened about half an inch, the box reversed, bottom upwards, the lid fully withdrawn, and the box lifted off gently, when the eight cubes appear as they were in the

* From the publications of E. Steiger, New York.

box. The box should afterwards be placed over the cubes, which should be gradually drawn off the table on to the lid of the box; then the whole should be reversed, and the lid put on again. Careless throwing out of the box, anyhow, must not be permitted. That order is the soul of everything, let the child practically learn, and learn it early; he will soon experience that an irregular filling of the box will not give space to half the number of cubes—

Each cube must have its proper place,
Two cannot be where one finds space.

In order to cultivate harmoniously the three powers—intellect, feeling and acting—the forms practiced with this, and all the following Gifts, are threefold,—1st, Mathematical; 2d, Artistic; 3d, Forms of general utility. We may call them the three H's—head, heart, hand. What we *know* to be mathematically and logically right and true; what we *feel* to be proper, harmonious, good and noble; we must put into working shape and must *apply* to life and life's hard labor with a steady will and with sound energy. It is the old familiar—thinking, feeling, doing.

First Series: MATHEMATICAL FORMS.—Compare the dissected cube with the solid cube of the Second Gift. Observe the cross cuttings on each side of this, whilst the other is one undivided whole. Two cubes above, and beside each other; two times, two times two, are eight. Divide the whole in two equal parts, first in the perpendicular, then in the horizontal direction. Whilst the children do this, let them say, "A whole, two halves;" and joining them again, "Two halves, one whole." With more advanced pupils you may continue, "A half, two quarters; a whole, four quarters." It will be easy to illustrate in a clear manner, addition, subtraction and multiplication, up to the number eight. Word and action must, however, always go together. It is advisable to have the tables checkered with cross lines, so that the whole is divided into squares, exactly of the size of the cubes. The greatest accuracy and order in placing the cubes will thus be easily attainable. Place the cubes side by side in one long line—say, what it represents. Then, counting them, take four off for a second line, representing a street; or place each one singly, in two rows, as villas. Place two, one on the other, the upper cube covering the lower one perfectly—then let the top cube overhang

the bottom one; how far can it project without dropping? Try to pile more cubes on one another, overhanging each other. Erect two straight pillars, and let the child try to lift one up and put it down again without disarranging the cubes. Then try the same with one pile in each hand. The pile should, at first, be of two or three cubes only, and the number may be gradually increased. By degrees, the child will acquire sufficient steadiness of nerve to carry any combination of cubes in his hands through the room, and to place the whole on the table in perfect safety.

To practice well the important art of expressing ideas in a concise and unmistakable manner, the teacher may propose the following games:

Teacher—I will take eight cubes, and will shut my eyes, and Charles shall tell me how to place each single cube.

Charles—Four cubes side by side.

Teacher places them: ■ ■ ■ ■

Charles—No, Teacher—close together.

Teacher—Well, then, now repeat—four cubes, close together, side by side ■■■■

Charles—Four tubes on the top in the middle.

Teacher:



Right, what does it resemble?

Charles—A candlestick. Another child says—a steamboat. Another says—a factory, with a high chimney.

As to exercises in arithmetic, care must be taken not to leave for the present the safe and firm ground of ocular demonstration, nor to attempt to exceed the limit of 8; and above all, to consider the age and capacity of the children. There should be no mere lip-work and parrot routine. Whatever is taught must be clearly and thoroughly understood.

Second Series of Forms: ARTISTIC.—These forms are to cultivate the sense for the beautiful, the tasteful—the result of order, harmony and symmetry. They train the eye to see quickly and

distinctly; the feeling to reject all that is unsightly, to revolt against everything misshapen, inharmonious, untidy; and the hand quickly and steadily to improve, to rearrange, to rectify. The immense importance of such exercises, their incalculable bearing on the moral character, as well as on a happy, successful course of life, cannot require any special recommendation. By the cultivation of the outward eye, the inner perception and intelligence will become all the clearer, and these exercises will be an invaluable preliminary introduction to a study of art. An important principle in Fröbel's system may be stated here. Accustom the child to develop figures and forms by slight changes and alterations, rather than to destroy each single one preparatory to constructing another. Proceed from one given form to a new one, naturally and logically. Herein, indeed, is more than first meets the eye. The child will learn to be strictly methodical in all his doings, as well as in his reasoning.

Now set the cubes before you as they stand in the box.

Place one of each of the four cubes of the upper half to the four sides of the lower, beginning at the middle of the sides and proceeding to the right—



Face to double face.



Face to face.



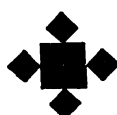
Edge to edge.



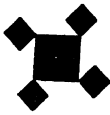
Face to face.



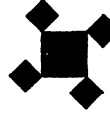
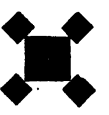
Face to double face.



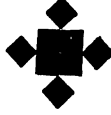
Edge to double edge.



Edge to edge. Face to edge.

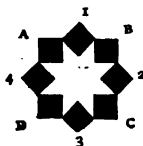


Edge to edge.



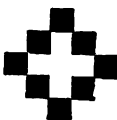
Edge to double edge.

Move the inner square, so that the edges touch (*see next figure*).

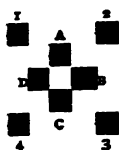


Let A, B, C, D, be stationary, and 1, 2, 3, and 4, move round, as above, resting first at the surface, then at the edges, etc., but they must not lose their diamond form. Let nine children make each the open star, and join them, so that 1 touch 3 at the edge, and 4, 2. Three stars will thus be joined horizontally, and three perpendicularly.

Proceed by putting the diamonds straight.



Develop in the same way as above, moving the extreme cubes. Push the outer or extreme cubes between the stationary ones, so as to form a square with an open center.



Push the corner cubes out, join the left hand edge of 2, to the top edge of B, 3 to C, 4 to D, 1 to A, and continue the rotary movement as above.

Then place 1, 2, 3, 4 (diamond form) at the corners of A, B, C, D; remove the latter from the center, so that all touch at the edges, and an octagon appears. Any of these forms will serve as part of a whole pattern, when repeated and composed in the way described above.

The following is also interesting and instructive. Make one oblong, four cubes high and two deep or wide. Whatever alterations are made, should be effected with both hands on each of

the two columns simultaneously.



For instance, take

two from the top and place them edge to edge at the bottom. Once



more the same,



and once more.



Take the two bottom ones and place them, diamond shape, on the top, and so on. Thousands of variations may be made, all thoroughly symmetrical. Thus children learn to hear, to think, to act, correctly and quickly.

Third Series: FORMS OF UTILITY.—Even the perfect harmony between head and heart will prove unsatisfactory without the signal glory of practical results—of fruits that enrich the industrial

world with the happy realization of ideal dreams. Our third series of forms leads the child from the realms of mind and of artistic idealism, to the matter-of-fact necessities of every-day life. He now becomes architect, mason, carpenter, shipwright, and whatever his imagination will make him, by means of the simple material. Begin with the simplest form and proceed, developing, altering, step by step, one form into another, without destroying. The child will soon understand that accuracy, neatness, and exact fitness, are indispensable to success. It would be absurd to dictate one unchangeable series of forms; the greatest freedom of choice is granted, so long as the important principle of developing, instead of isolating, is observed. The younger the children are, the greater will be their tendency to pile up. So one may at once proceed to the column, repeating the word, "up," as the child adds another cube. Then taking them off, one by one, say, "down and up," placing this time the second in diamond shape on the first, the third facing him again, the fourth in diamond form, and so on. A round tower will be seen. The next form may be the zigzag tower, whilst another

child makes the second cube overhang the first to the left, and when both are finished, they may be gently

joined, so as to form one building. A few simple illustrations will assist the teacher better than a verbal description can. The teacher will know how to bring each in its proper place, as well as how to assist the children in giving to each form its proper name.

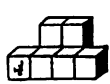
UPRIGHT FORMS.



Open Gate.



Gate.



Garden Bench.

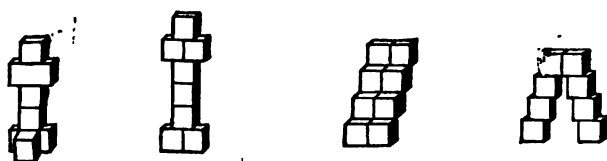


Drinking-Trough.



A Monument.





Tents or Huts.

FLAT FORMS.



Door-key.



A Glass.



Candlestick and
burning Candle.



Umbrella.



Hammer.



Bench.



Staircase.



Cup.



Necklace.



Sofa.



Table.



Library Table.



Invalid's Chair.



Basin.

The letters

A E F H I K L N T

and others.

(To be continued.)

The sordid meal of the Cynics contributed neither to their tranquillity nor to their modesty. Pride went with Diogenes into his tub, and there he had the presumption to command Alexander, the haughtiest of all men.—*Henry Home.*

PRIMARY TEACHING.—II.

MANY years' experience in teaching has not changed the firm conviction with which I closed my first school, namely: that it is much easier to preach than to practice; that one may spin fine theories, and then, when he attempts to weave them into his web of daily work, finds them so very fine spun as to be utterly useless. No doubt it is well to hold many and various theories; but failing sometimes to realize them, as the most experienced will, let us not be discouraged but try again. A desired result will often be produced by a course exactly opposite to the one derived from theory which we have been faithfully practicing. How many times we have been told by eminent theorizers that a teacher should be calm, quiet, pleasant-voiced, even-tempered *always*, before her pupils. Have we not tried to carry this beautiful theory into practice and found, to our dismay, that in consequence the moral atmosphere of our schools had become fearfully foul. A sudden storm of wrath, with lightnings of indignation keen and oft, will alone avail to purify such an air. After the storm, sunshine will be beneficial as well as beautiful.

In the primary work of graded schools especially, there is danger of making machines of the children. It is easier for the teacher, it appears better to a visitor, for the pupils to give stereotyped answers, varying never so much as in a word; but it is ruinous to the reasoning powers of the child. If he is to gain mental strength, he must masticate and digest his own mental food. The only help that can be safely given is in the selection and careful preparation of what is set before him. Better is it to have an answer utterly incorrect, but which shows that the child has been thinking, and at the same time thinking independently, than one almost exactly right, but which, by the omission or misplacement of a word, proves that it has been learned as the parrot learns. Children need variety in their teaching, and should be allowed the exercise of it in their own work.

Teachers in high schools, and in the advanced grades of common schools, complain that the pupils who come to them are helpless, incompetent of thought, and, in a measure, devoid of reasoning power. The theory of "Development in Education," is to blame for this. Pupils wait to have every thought dissected for them, every idea *developed* by the teacher, thinking their duty

to be simply to commit to memory what has been explained and re-explained until they cannot help knowing something of it. The great art in primary teaching is not so much to tell the child something he does not know, as to show him how much there is to learn, and to teach him not to waste time or talent while learning it.

During the first year at school there should be no forcing. If a child appears to desire to learn, but does not succeed very well, never mind. Make his work attractive as possible, encourage him lest he become disheartened and quit trying, but do not push him a step further than his little feet willingly go. He may be six years of age, but is probably at school a year too young; and pushing may permanently injure his mental faculties. Again, a child may learn too fast and restraint may become necessary. If not stimulated by over praise, however, there is seldom much danger in this direction.

Comparatively unimportant matters are too apt to have time and attention given them to the exclusion of others which cannot fail of being advantageous in any position in life. The majority of children do not attend school long enough to receive instruction in the higher grades, therefore their time should be spent upon that which is most calculated to make them useful in society, and which will enable them to receive the greatest amount of good. Here let me emphatically declare my faith in the three R's, especially the first. The foundation of all knowledge lies in the art of reading. Better spend more time upon that, and less in the attempt to have parallelogram and rhomboid correctly spelled and defined. Better teach children to write correctly the days of the week and months of the year, than what is the "red-rest tint of red, and deepest shade of green."

Reading is not taught in our primary schools as it should be. The ability to pronounce glibly, or even to express correctly some lesson in his reading-book which he has been drilled upon for weeks, perhaps committed to memory by the frequency of its repetition, is no test of the pupil's ability to read. Good results may be obtained by leaving a lesson, oftentimes, before it is thoroughly learned, and taking one which is entirely new but perfectly adapted to the comprehension and particular stage of advancement of the class. Such lesson may be taken from a story book, newspaper or handbill, just as it happens. Hundreds of

children, to-day, are reading in Fourth and Fifth Readers, who cannot read a paragraph from a newspaper intelligibly, without previous study. The object for which they have striven for years is unattained. Time and energy have been wasted. They have not learned to read.

In general, the mechanical part of writing has reached its proper position of importance. Pupils *do* write rapidly, gracefully and legibly. It is a pity that spelling, the twin sister of penmanship, cannot keep even pace with it.

Those peculiarities of mind and heart which assert the individuality of a child should not be trifled with. They are the indices which point to his genius, and as such should be respected. Those little angels in the school room, so delightful to some, either die before their time, or at maturity are found to be of little use to their fellow creatures, and are quietly laid upon the shelf; while those little—opposites to angels, so troublesome to us, as *they* grow up, find demands upon their time every day. Their very peculiarities make them useful. Then do not prune too much. Smooth the angularities so as to prevent injury by contact, and then—*let them alone*.

When you have taught a child to think for himself, to *rely* upon his own powers of reasoning in his school work, to love labor and to despise deceit, you have done him a lasting good and your whole duty as a primary teacher.

INDIANAPOLIS.

L. R. P.

PRUSSIA.—The following studies are obligatory in the elementary schools: Religion; the mother-tongue, including writing and grammar; arithmetic; practical elementary geometry; geography; history; the elements of natural history; the elements of physics; drawing; singing; gymnastics; and, for girls, needle-work. To each of the last four branches the pupils of the upper classes are required to give two hours weekly. The instruction is chiefly oral, and fewer details are taught than in American schools.

TEACHER'S DAILY PREPARATION.

ed

ALFRED KÜMMER.

THE teacher's researches should not be confined to the text-books used in his school room ; they should be far more extensive, reaching out after the results of the labors of other men, culling choice gems of thought, taking old truths and putting them through the mind's crucible, so that they may come out "shining like gold coins fresh from the mint." Let the teacher unfold the hidden mysteries of knowledge, leading his young disciples out into new fields, pointing out to them, as they advance, those interesting truths which, by their own unaided powers, they might never have discovered. In this way, and in this way alone, may we hope to create in our pupils that love of learning which, after all, is the basis of all genuine scholarship. "But," you are ready to say, "such preparation presupposes the reading of many books, the digestion of not a few ; presupposes the spending of many hours, of many nights in hard intellectual toil ; presupposes the expenditure of much time and money, and the exercise of all our powers." True. But is the profession not a noble one, and is it not worthy of any sacrifice we can make? The true, conscientious teacher, one thoroughly aroused to the importance and extent of his work, must often, like one of old, cry out, "Who is sufficient for these things?" The great difficulty is that teachers shun faithful, continued application to their work ; they shun severe mental toil. But it should be remembered that indolence, want of fidelity, thoughtlessness and carelessness must always result in ignominious failure.

Can a Michael Angelo carve the angel from the resisting marble, and never stop to sharpen his tools, or to reflect upon his ideal? Will Raphael paint the "human face divine," with careless hand? Will Milton sing, in matchless strains,

"Of man's first disobedience and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world with all our woes,"

and spend no time in close and painful thought? However great the genius of these men, nothing but the most unremitting toil could give such power or yield such glorious fruits. And yet teachers

are presumptuous enough to imagine that they, without any preparation whatever, can govern and instruct children, form their mental habits, mould their characters; a work infinitely difficult and important; a work with which are associated the destinies of beings that will live when marble busts shall have crumbled back to earth; when paintings, whether made on canvass, like Raphael's, or on the printed page, like Milton's, shall alike have faded out of being. Such teachers have no more right to suppose that, because they understand "readin," "writin," "rithmetic," and "jography," they are, therefore, accomplished teachers, than a blacksmith would have to suppose that, because he can set horse-shoes and make log-chains, he is, therefore, an accomplished jeweller, though he never as much as saw a precious stone, nor can tell the difference between gold and brass.

We must, therefore, make not only general preparation before we are qualified for the performance of our arduous duties, but unless we are persistently studious, and make *daily* preparation, we will soon rust out, and be compelled to give way to others, whom, we are glad to believe, the institutions of learning all through our land, are now, more rapidly than ever, sending into this promising field of usefulness. And let them come; we need in this profession men of brains and culture; but, above all, do we need men of energy, *working men*; men of enthusiasm; men who feel that teaching is their business, and who enjoy their business, not so much for the money it brings as from an innate love and natural adaptability.

While it is important, then, that the teacher's preparation be extensive, it is still more important that his preparation be *accurate*. There is no sight more lamentable than a book-bound professor, or teacher; one who leans on his book as his only hope, and who will as inevitably come to grief when his book is taken from him, as will the lame man when his crutches are knocked from under him. Too often the teacher has a general, loose idea of the lesson to be taught, but entirely lacks that accuracy of knowledge which gives independence, and throws him upon the reserve forces of his own mind.

Does a teacher require of his pupil a free, off-hand solution of an example in arithmetic, or a demonstration of a geometrical theorem, let him be sure that he can do the same work, and do

it in the same manner in which the pupil is required to do it; is an irregular verb to be conjugated, or some inflectional article or adjective to be declined, let the teacher be sure that he is able not only to read it from the book, or limp and stumble over it, but that he is perfect master of it, and able to conduct his recitations, in work of this kind, as accurately *without* as with a book.

Allow me now to make a few concluding remarks about moral or spiritual daily preparation.

Piety is the crowning element of noble manhood. Faith, hope and love are the three great moral faculties which preeminently distinguish man from all other creatures, and ally him to the Fountain of all perfections. I do not mean that kind of piety which finds expression in Pharisaical prayers, in doctrines, creeds, church formalities, etc., but in generous views, patience, purity of thought and feeling, and in tenderness of conscience.

It is piety alone that gives richness, beauty and perfection to thought; it alone awakens all those finer sensibilities of mind and heart that constitute the music of life. While the teacher, then, makes daily preparation of body and intellect, if he desire his preparation to be complete, let him not overlook his soul. The Lord does not *directly* assist the pious teacher in his purely intellectual work, but He does give him indirect assistance. He will not work problems for us, but He *will* give us that unflagging force or energy of character which will enable us to work them for ourselves; He will not govern our schools for us, but is ready, for the asking, to give us patience, charity, integrity and firmness, so that we can govern them ourselves; He will not give us intellectual power, but, in answer to prayer, will give us such views of life, such views of the beings whose characters we are forming, that every power we already possess will be increased as well as purified.

With such daily preparation, we will begin to appreciate the grandeur of our calling as teachers, and golden and abundant will be the fruit of our life's harvest.

WHEN two goats met on a bridge which was too narrow to allow either to pass or return, the goat which lay down that the other might pass over it, was a finer gentleman than Lord Chesterfield.—*Cecil*.

GEOGRAPHY.—II.

BY W. H. VENABLE.

STUDENTS of geography and history, in the common schools, may be grateful for the very marked improvement which publishers have recently made in maps. The most essential part of the science of geography is to be found only by the perusal of good maps; the letter press of the text-book is quite secondary. Let the pupil once acquire the habit of inspecting maps, with a full understanding of their meaning, and he will inevitably become familiar with the principal features of the earth's surface. If we were called upon to choose between two text-books in geography, our choice would be determined more by the merit of the maps in the respective books than by any other, or, perhaps, all other considerations.

In teaching geography there are two very important matters that should be made prominent. They are relative position and relative size. A correct idea of the first depends much upon a proper knowledge of latitude and longitude, to which subject a week of faithful study may be given, even by advanced students. Pupils should invariably learn the latitude and longitude of every important place mentioned in the geography lesson. To stimulate and interest in this sort of learning, the globe is almost indispensable, and the larger the globe the better. The curvature of parallels on maps is apt to lead young learners to misconception. For instance, the child, after being told that the right hand side of the map represents the east, can scarcely understand, from the map of North America, that Iceland lies directly east of Southampton Island; the globe makes this apparent at a glance. For the sake of having some definite standards for approximating the latitude of places, the learner should commit to memory a list of the countries and cities on or near the Equator, the Tropics, and the Polar Circles. He may also profitably fix in his mind some important places lying between parallels 30 and 40, and 40 and 50 north latitude.

The pupil should always be able to point towards the division about which he is reciting, and should have a definite conception of its boundaries. A very good method of teaching boundaries

is this: Let the learner imagine himself at any point on the boundary line of a given division. Require him to tell exactly in what direction he would travel and what states, bodies of water, etc., he would pass in going around the division. Another good general exercise is this: a pupil is called upon to give the name of a division which bounds another on one side. To illustrate: He may say, a certain state is bounded on the north by Arkansas. The next pupil called upon says, "and on the east by Illinois and Kentucky." A third gives another boundary, and so on, until all the boundaries are given of the state that the first pupil had in mind. Then all who are able to tell its name raise their hands. One of these is required to repeat the boundaries in full, after which the whole class repeat in concert.

The maps in our atlases being constructed on different scales, give learners a false conception of relative dimensions. A few lessons may with profit be devoted to the comparison of geographical divisions. It is worth while to know the island of Borneo embraces as much territory as the New England and Middle States, together with Maryland, Virginia and North Carolina; that it would take sixty-five states as large as Ohio to carpet the Great Desert; that the surface of the Caspian Sea is more than four times as great as that of Lake Superior, and more than sixteen times as great as that of Lake Erie.

It is well enough to know that Mt. Everest is nearly twice as high as Mt. St. Elias, the highest land in North America, and nearly five times as high as Mt. Washington; that the length of the Mississippi river is almost one-sixth as great as the earth's circumference.

It is well to require the learner to repeat the names of the states of each grand division in the order of their size, beginning sometimes with the largest—sometimes with the smallest. Also, fix upon some familiar division, as the state in which you are, as a standard with which to compare all other divisions. Students will soon form the habit of thinking of the real extent of territories instead of the apparent, as exhibited on maps. Besides the methods of teaching briefly described, there are various other expedients for keeping up an interest. One consists in tracing out the route of some traveler and recounting the incidents of his journey. Each pupil is provided with an atlas. The teacher names the place from which the traveler started. The pupils lo-

cate it. The teacher then mentions the various points to which the traveler journeyed, requiring the pupils to tell how he reached them, and what objects of interest he probably saw. In this way much valuable historical and literary knowledge can be imparted in a very entertaining manner. A pleasant route to follow is that of Bayard Taylor on his first visit to Europe. Seward's Journey round the World, Stanley's explorations in Africa, Pompili's travels in Asia, and many other like interesting expeditions may be traced with advantage.

Another means of interesting a class is in presenting the geographical associations of a grocery store. Whence, how, and at what cost came sugar, coffee, tea, spices, indigo, nuts, fruits, which are here brought together? How are these articles cultivated? how obtained? what is exchanged for them?

IMPORTANCE OF PREPARATION.

(Translated from the German by ADA GLICK.)

THERE are still teachers who go to the work of the day and year without sufficient preparation, and work at random, as if their profession stood on an equal footing with a handicraft. And yet it must be acknowledged that, without careful and conscientious preparation, there can be no systematic, connected and successful instruction.

That this is so often neglected is explained partly by the indolence and lack of true love for our work, and partly by excessive self-confidence, if not conceit, of many a teacher. Filled with the latter, they think that they have learned enough in the training school, or through previous practice, to go, without preparation, among the children, and, in their conceit, they imagine that the right thought must surely come to them at the right moment.

This preparation, however, must be of a twofold nature, as it must bear upon the "what," or the subject-matter, and also the "how," or the method. The teacher therefore has, before every lesson, to question himself whether the subject, which he will

make to the children a matter of perfect understanding and consciousness, is in all its relations entirely clear to himself, and whether it conforms to the end of the school and practical culture, and thus appear worthy of being taught. No one can give what he has not himself, but many teachers think that they can, if they have only *glanced* at their text-books, and they rely upon this without considering that all walking with a crutch must always remain a limping, and that it never can make the impression of a free, independent step.

But if the preparation with regard to the "what," or the subject, is a matter of great importance, and the thoroughness and clearness gained by it conditions the success of the lesson, this is much more the case with regard to the "how," or the method. Here the teacher has to give to himself strict account concerning the following questions:

1. In what relation does that, which to-day and in this lesson I shall teach, stand to what has preceded and to that which is to follow? Does the one complete and verify the other, and is the relation of the one to the other perfectly clear, not only to myself but also to my pupils?

2. With what words, expressions, examples and illustrations can the subject of the present lesson be made entirely clear and impressive to all, even to the dullest?

3. By what exercise shall the perfect understanding of the subject be followed to make permanent the knowledge gained, and to strengthen the child's intellectual power, and what are its practical applications?

From these questions, the importance of which is evident, it appears how wrong and blameworthy are the self-confidence and indolence of those teachers who neglect the preparation for the school work, or who think that they already do enough with seeing that the seats are arranged, the floor swept, and the room warmed. I have known excellent teachers who made written preparation for this work.

This is highly to be commended, and it benefits the diligent teacher far beyond the hour of instruction. It is only through such an objective treatment of incorporeal things that he makes himself truly independent, and learns rightly to estimate himself and his work.

EMOTIONS AND RESOLUTIONS.

(Translated from the German by HERMANN B. BOISEN.)

ONE thing that teachers will have to understand thoroughly, and to keep in view in all their work, is this : that thought-emotions and resolutions can never be taught or imparted. Blossoms that you break from the stem cannot, like slips, be transplanted into new soil, nor can emotions and resolutions which are blossoms of mental impressions. Without these impressions to back them, like cut flowers they are doomed to wither, and separated from their parent stem, their life is but apparent. As to thought, it only has vital force and productive power when not passively received from without, but when within our own souls actively developed anew. Thought is the product of impressions, experience, facts, which should be given only as the factors of thought.

To make clear this simple relation by an illustration, I might call thought the blood of the soul, impressions and facts its food. We do not transmit to the body the ready-made blood, but only the blood-producing food. Thus the human soul has to receive facts and impressions that from these self-actively it may develop thought. As some from little food derive sufficient nutriment, that is, sufficient blood, so many a mind needs but few facts to develop from them a fulness of thought. Again, as the quantity of food must make up for its deficiency in nutritive power, so the number of facts and impressions must be increased in proportion as the single one is deficient in force and productiveness.

As to emotions, they dwell where eternal freedom has been by the Creator forever established. They cannot be ordered at will. Devotion, love, sympathy, may be called forth by appropriate impressions or facts, but cannot be produced at command.

The will may be broken, actions may be violently moulded, but free resolutions are removed from foreign interference, and in this freedom defy command. The root from which they sprout forth boldly and vigorously are thought and emotions ; therefore, whatever produces these will produce solutions too. If you continue this line of thought, you will understand the power and importance of example, for what is example but impression, experience, fact.

PRAYER.

(Translated from the German by HATTIE SCOTT.)

WHAT light is to the eye, prayer is to the human heart, and pious men have rightly named it the breathing of the soul. Happy the teacher who knows how to lead his children to pray, for thus he leads them to communicate with God, to the great center, to which we must always turn as the flower to the light. Jean Paul thinks we should not pray with but only before the children. I can agree with him but partly. The child, too, must grow in admiration of God, and in reverence and in humility must feel his dependence on him; it must feel convinced of the ruling of his loving mercy, and this conviction will be followed by prayer as the blossom is followed by the fruit. But he who does not know how to produce this conviction through the fervor and devotedness of his instruction, or who himself has not attained it, should never more be a teacher of our youth.

True prayer is where there is true instruction, true instruction is where there is a true heart beating in the teacher's breast, the true teacher's breast is filled with love to God and his children.

Here directions are of no avail. To him that hath shall be given; and he in turn can give to others. In this, too frigid intellectual theories have robbed us of much. I do not blame the mother who puts her child to bed and then makes it lisp its little prayer without anxiously inquiring whether it really does understand everything that it prays. One thing it certainly does understand, this, that a higher one rules over us before whom every knee shall bow.

THIS "personal" is related of the founder of Vassar College: When the college was completed, and filled at once by about four hundred pupils, none of whom could find a closet in their rooms, Mr. Vassar was astounded at being told that the girls wanted closets. "Why," said he, "they can have two nails in the wall, one for their school dress and one for their best dress, and what do they want more?" By-and-by the closets were built.

THE ORIGIN AND IDEA OF THE SCHOOL; HOW TO REALIZE THE IDEA.

WM. A. JONES.

III.

THE idea of final end, or purpose was shown in No. I. It was affirmed that the final end or purpose of a thing is the true cause of the thing.

The end or purpose is that for which the thing exists. We do not comprehend a thing till we know the purpose for which it exists.

The purpose of an object in nature carries within itself the power of limiting the conditions which make possible the process of its realization. It carries within itself the power of limiting its processes.

A plant is an organism. (For idea of an organism see No. II.) The growth of a plant from the germ to maturity exhibits an organic process.

Viewed as a being existing for itself, the final end or purpose of the plant is the reproduction of its species.

The germ contains within itself its own purpose. Its purpose fixes the conditions of growth—soil, heat, moisture, air, light.

It contains the power to co-ordinate and limit the growth of the parts of the organism, and their functions.

If the kernel of corn is not supplied with the conditions of growth—soil, air, light, heat, moisture, etc., the process of growth by which its purpose can be realized will not begin.

If the germ contains not within itself the power to co-ordinate the parts of the plant—root, stem and leaf, and to limit their functions, there would be no working of parts to a common end—no organism—hence no purpose could realize itself. Comprehension of the plant as a being existing for itself, involves knowledge of its purpose; knowledge of the organic process by which the purpose realizes itself; knowledge of the condition by which the purpose carries on its process of realization. And since the plant is a being existing not only for itself, but for another—food for animals, etc.—comprehension of the plant involves knowledge of its related purposes.

As with the plant, so with the animal.

Every object in nature which is an organic whole contains within itself its purpose. Its purpose contains within itself its own limitations, and the power of realizing itself within its limitations.

A chair, a watch, a steam engine, each has a purpose. But the *purpose* is *put* into chair, watch, or engine, by the mechanic. Each is a *mechanism*, not an *organism*.

In these cases the purpose in the mind of the mechanic determined the selection of materials, the form and adaptation of the parts to one another. The mechanism does not exist for itself, but for another. It has *only* a related purpose.

A work of art, as a statue, a painting, or a poem, has its purpose. But the purpose is put into statue, painting, or poem, the artist. Neither object exists for itself but for its constructor, or *creator*?

Every institution, as the family, civil society, the church, the state, has a purpose. But in each and in all of them the purpose is put into them by their framers. The purpose in the minds of those who establish these institutions determine their forms and their mode of operation. By the latter the purpose is realized. But the institution, like the mechanism and the work of art, has *only* a related purpose. It is not a thing existing for itself. It exists for its makers. If the form and mode of operation of an institution fail to realize the purpose of its existence, its form or mode of operation may be altered or abolished by those who established it. The institution is not superior to its makers. This fact has not always been recognized in the history of mankind.

From these brief illustrations the value of, the notions—final end or purpose, and an organism—may be seen, in interpreting the *thought in things*, whether the thing be object in nature, mechanism, work of art, or institution.

There is in nature no such object existing for itself as the family, civil society, the church, or the state. These are creations of man himself, and bear only a related purpose to himself. To those who frame them they are a means to a higher end—the realization of the potentialities in man—the realization of the *purpose of man's being*.

In accordance with the mode of investigation suggested, we ask, "*What is the purpose of man's being?*"

WHAT KNOWLEDGE IS OF MOST WORTH?

WHEN it is remembered that the average age at which children leave school is less than thirteen years, and that in every school a large per cent. of the pupils can enjoy school privileges but a few terms more at most, it becomes a serious problem to determine just how to do these children the most possible good in the limited time allotted. Out of the multiplicity of branches to be studied and things to be learned, what shall be taken and what omitted? But few can be found to dissent from the statement, that the child should study chiefly those things in school which he will use most in life. All agree that reading, spelling, writing, and arithmetic should be thoroughly taught. That a certain amount of home geography is essential, is also conceded; and the importance of teaching *language* (not technical grammar) cannot be over-estimated. Teachers frequently lose sight of these essential elements in an education, and spend valuable time teaching such things as are seldom or never used by persons in the ordinary walks of life.

For example, many teachers spend a great deal of time in teaching Equation of Payments, Alligation Alternate, Extraction of the Cube Root, etc., the application of which not one person in ten will ever be called upon to make in a lifetime, while they wholly neglect to teach letter-writing, something that every child will have to practice as long as he lives. They require children to learn very carefully the names and location of unimportant cities and rivers in Asia and Africa, and wholly neglect to teach them to write correctly notes, receipts, contracts and other business forms, a knowledge of which will be of service to every member of every school. They spend months teaching how to analyze difficult sentences and parse words in peculiar constructions, and can find no time at all in which to teach the children how to *talk* grammatically, or to express themselves *correctly* in writing on the simplest and most familiar subjects. The object of this article is to make a plea for "common sense in the school room;" to urge that these important, universally applied branches shall be taught, even to the neglect of some of the less used subjects. Teachers only need to have their attention called to the importance of the above suggestions to secure their hearty indorsement of them. Every teacher, every term, in every grade of school,

should teach letter-writing regularly, systematically, persistently, till the subject is mastered.

This, and the kindred topics referred to above, are treated fully in all books on Language Lessons, Rhetoric, and most grammars; but that no reader of the Journal may have an excuse for the neglect of his duty in this respect, we append a variety of samples that may be relied upon as correct. Observe closely the form, the wording, the punctuation, etc.

BUSINESS LETTER.

Place and Date.

Logansport, Ind., Jan. 1, 1876.

Introductory Address.

*Bowen, Stewart & Co.,
Indianapolis, Ind.*

Gentlemen:

Body of Letter.

*Upon examination of my books
I find that a mistake has been made for which I am,
in part, to blame.* * * * *

Subscription.

*Very respectfully,
Harry G. Wilson.*

LETTER OF INTRODUCTION.

Indianapolis, Nov. 3 1875.

*John Cooper,
Dear Sir:*

*It gives me great pleasure to introduce
to you my friend, J. H. Smart, Superintendent of
Public Instruction. Any attention you may be able to
show him, while in your city, will be appreciated by
him and reciprocated by*

*Yours truly,
Daniel Hough.*

LETTERS OF FRIENDSHIP.

*56 College Ave., Indianapolis, Ind.,
December 25, 1875.*

H. Wiley.

My good Friend:

*I am very glad to hear that you
are doing so much for the Centennial. The same good
news is coming from almost every quarter of the State.*

*Hastily but truly,
J. M. Olcott.*

My dear Friend,

Yours truly,

John Smith.

NOTE OF INVITATION.

Miss Colgan presents her compliments to Mr. and Mrs. Rust, and requests the pleasure of their company to tea on Wednesday, Jan. 5, at 6 o'clock p. m.

No. 196. Christian Ave.,

Jan. 1, 1876.

Mr. and Mrs. Rust present their compliments to Miss Colgan, and accept with pleasure her kind invitation for the evening of the 5th inst.

Indianapolis, Jan. 2.

PROMISSORY NOTE.

\$2,000.25.

Shelbyville, Ind., Aug. 1, 1875.

Sixty days after date I promise to pay Mr. A. Jones, or order, two thousand and 25-100 dollars, value received.

W. A. Boles.

BANK NOTE.

\$102.35.

Indianapolis, Dec. 1, 1875.

Two years after date I promise to pay Merrill, Hubbard & Co., at Fletcher's Bank, Indianapolis, one hundred two and 35-100 dollars, for value received.

J. J. Mills.

SUPERScription OF ENVELOPS.

[STAMP.]

*Henry Greenawalt, Esq.,
153 Sixth Street,
Terre Haute,
Ind.*

W. A. BELL.

SCIENCE IN THE PUBLIC SCHOOLS. *

To give one lecture each week on any scientific subject is surely no easy task. It requires from the lecturer an accumulation of much material from which a judicious selection can be made, and special methods of teaching. The gathered material will be facts and tools. But facts are easily accumulated until they are stifling, and nature only is revealed to the skillful manipulator even with the simplest apparatus. The facts admit of grouping, and practice makes skillful. To learn to detect relationship and to perform experiments readily, is the beginning of scientific training in biology and physical science. To impart acquired knowledge to others is a separate task, but there can be no imparting without previous acquisition. The first duty before our teachers is, then, to learn how to study science. Since this teaching of science is made obligatory on them, it is not necessary here to give reasons for its study; but if the obligation remains long the only inducement, they may be assured of their failure. I shall be pardoned, then, for saying it will be well to remember that science is the foundation of the New Education that is always replacing an Old Education, and this immediate work is only a finishing of the scheme already understood by our teachers in its relation to mind and language, the symbols of communication between minds. Prof. Agassiz said, "it cannot be too soon understood that all science is one." Science is to be taught in its twofold right as a branch and as a means of education. "Science," says Dr. Coues, "is knowledge set in order." We can only arrange what we have already acquired. That the knowledge must be gained from a personal observation of natural phenomena and not through the medium of books or teachers, I need not stop to prove. The testimony of all good teachers of science is one on that question. Teachers and books may guide, but can never be rightly used as sources of information until one has earned the power of judging correctly of their probable accuracy, from the standpoint of his own work in some special department. The help given teachers at teachers' meetings must not, therefore, be considered as in any way designed to do away with the necessity for original work. It is degrading an instructor to make him a pump. He should be regarded as only a leader whom a trifle more experience has placed a few feet from the following ranks. He may direct but can never win the victory alone. I would gladly, if time permitted, make suggestions for the work in the special studies, but, instead, will state my earnest conviction that this experiment will be a failure unless the teachers of the district schools are willing to prepare themselves here by hard work.

HERBERT E. COPELAND.

*The teachers of Indianapolis, Fort Wayne, and other cities are required to teach the elements of natural science, and this is the first of a series of articles to assist them in this work.

OFFICIAL DEPARTMENT.

INDIANAPOLIS, Nov. 15, 1875.

HON. B. C. SHAW,
Treasurer of State:

SIR:—In your annual statement of the condition of the State Treasury for the fiscal year ending Oct. 31, 1875, you show a deficit of \$17,562.48 in the account of Common School Revenue for Tuition. By reference to the records of this Department it appears that there should have been in the treasury at that date a balance of \$118,512.59 to the credit of said account. If the various amounts which were due that account on October 31, 1875, as shown by our books, have been properly accredited thereto, there should be the balance to our credit as indicated above.

I respectfully request that you make a thorough examination of the case, that the facts may fully appear in your forthcoming report. The books and records in this office are at your disposal for examination and comparison.

Very respectfully yours,

J. H. SMART,
Sup't. Public Instruction.

INDIANAPOLIS, December 17, 1875.

HON. JAMES H. SMART,
Sup't. Public Instruction:

SIR:—In answer to your communication of November 15, I have the honor to inform you, that the statement made of the deficit in the school fund November 1, 1875 is correct according to the books of this office for the past year, with the deficit of 1874 carried into the debit side of the account. But upon examination of the books from 1859 down to the present, I find the balance due the fund October 31, 1875, should

have been \$21,156.42, and if errors of omission can be corrected, the account will stand as follows:

Balance due the fund as shown by the face of the books, corrected.....	\$21,156 42
Due the fund on account of the State's indebtedness for the years 1868, 1869, and 1870.....	150,000 00
Due the fund on account of the State's interest not paid, but due October 31, 1873.....	117,143 49
<hr/>	
Balance due October 31, 1875.....	\$288,299 91
Should interest be allowed on the pretended payments to the fund in the years 1868, 1869 and 1870, but not paid, fifty-six thousand two hundred and fifty dollars would be added on that account, the balance due October 31, 1875, would then amount to.....	\$344,549 91
	<hr/>

In my report of the condition of the treasury to the Governor for the fiscal year ending October 31, 1875, I have made a complete table showing the receipts and disbursements of the school fund for tuition, from the close of the fiscal year ending October 31, 1859, to October 31, 1875, which I trust will be satisfactory to his Excellency, and a complete answer to your request in your note referred to above.

Very respectfully yours,

B. C. SHAW,
Treasurer of State.

It will be seen by the above correspondence that it has been discovered by the Treasurer of State that there was, on the 31st day of October, an indebtedness to the School Revenue for Tuition amounting to \$169,787.32, over and above what the records in this Department showed. If interest on this amount be allowed by the state, the aggregate indebtedness will amount to \$226,037.32. If the Legislature should order this indebtedness paid, we could, at present rates, increase the average length of our schools ten days.

JAS. H. SMART,
Sup't. Public Instruction.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.



THE JOURNAL gives kind greetings to all its readers, and wishes them a very "Happy New Year." It hopes to be able to render them valuable service during the coming year. It will be its aim to assist the weak, encourage the strong, and make happier and better all. It is glad to know that it is so highly appreciated and has so many friends. It will use its utmost endeavors to retain their confidence and support. It hopes to make its *twenty-first* year the most prosperous of its existence.

THE STUDY OF ENGLISH COMPOSITION.

There is a growing sentiment among our leading educators that there should be a reform in the study of English composition. Within a few years special attention has been called to the subject in its elementary parts, and we now have a number of excellent text-books, under the titles of "Language Primer" and "Language Lessons," that are bringing out much better results in the lower schools, in the study of the English language, than were ever before attained.

It is now generally concluded that in the study of grammar the old methods will not make good speakers and writers—that the ability to use the language correctly does not come through rules, definitions, and parsing, but through the *use* of the language. Practice, *practice*, *PRACTICE*, is the key-word.

This is just as it should be, and is right so far as it goes, but it does not go far enough. The *study* of the English language needs to be carried further. It needs to be carried into our colleges and universities, and into the most advanced classes of these institutions. The chief advantage in the study of the classics comes from the critical manner in which they are studied; careless study is worth but little. A serious fault in the study of classic English comes in the fact that it is usually studied indifferently. The study of English Literature usually consists in committing a short sketch of an author's life, and reading a very little of what he has written. This, as a study of English Literature, amounts to absolutely nothing at all. To make such a study profitable as a language exercise, the words must be mastered "root and branch," as words; sentences must be mastered as parts and as wholes; the logical arrangement of clauses and of sentences with reference to their force, must also be carefully studied; the character of the writer, the condition of society in his time, his object in writing, and many other things, must enter into the study. One of Shakspeare's plays studied in this way and mastered will open to the student a world of richness and beauty, which the average reader of English literature never dreams of. A thorough and critical study of English will give much of that mental discipline and culture which is usually supposed to lie exclusively in the study of the dead languages.

The following from the London Examiner is in the above line of thought, and we therefore give it:

The Lord Chief Justice in distributing prizes at the Birkbeck Institution the other day, made some seasonable remarks on the danger of neglecting our own tongue in our zeal for various kinds of culture "May I be allowed to suggest," he said; "that in the examinations English composition has not quite so prominent a place as it ought to occupy? No one bows with a more profound and reverent worship at the shrine of science than I do; no one values more highly than I do classical attainments. Nevertheless allow me to say that I know of no study more valuable to an Englishman than the study of English. Nothing is more valuable than the power of English composition, English oratory, and English elocution; and greatly as I value classical knowledge and the knowledge of foreign languages, I still say that the English language and English composition are of the first importance to Englishmen." A warning voice such as this is needed. If the only effect of the present zeal for education is to extend bad precedents, it will bind the country in educational fetters from which there will be no after possibility of escape. Our educationists should give more thought to the subjects taught.

STATE SUPERINTENDENCY.

Within two months, it is now understood, both political parties will hold their conventions to nominate state officers. Teachers are especially interested in the candidates for State Superintendent of Public Instruction. This ought not to be a political office, but unfortunately it is made such, and the best that can be done under the circumstances is to secure the nomination of a good man on each ticket. As this is the year of the presidential campaign, when political excitement always runs high, it is probable that candidates for superintendent will run with the rest of the ticket unless there is a great difference in the men. This being true, it behooves every teacher and every friend of education, whatever his politics may be, to use his influence with the delegates of his acquaintance, and in all other proper ways, to secure the nomination of *good* men.

It is generally understood that the Democrats will re-nominate the present incumbent, J. H. Smart. It is to be hoped they will do so, as Mr. S. is making a good superintendent, and the party could not do better.

There is as yet no means of guessing at what the Republicans will do. Besides the two names mentioned in our "Personal," we have heard the names of several others mentioned as *possible* candidates. Of these some are men well qualified for the place, and others "good, clever fellows," but not men who have ever established any just claim to the position of leader in the great cause of education. The State Superintendent ought to be a "good fellow," but he should be more than that—he should be master of his situation—he should be a person who can command the *respect* not only of teachers, but of leading men and women in all the walks of life. To place a *little* man in that position would be to cast an insult into the face of teachers, and to degrade the profession in which they are engaged. If politicians, through some intrigue, or to satisfy some unrepresented part of the state, should nominate to this high office some second rate lawyer, or some third rate city or county superintendent, teachers would undoubtedly look to the highest interest of the schools and exercise the inestimable privilege of *scratching*. Eminent fitness for the place should and must determine the nominations, if the parties shall secure the support of their conscientious-voting adherents.

HIGH AND LOW STANDARDS.

A person who visits schools in different parts of the state is at once struck with the difference in the character of the work done in the various towns and cities. It is often the case that a visitor will find in a place a superintendent and a corps of teachers all faithfully at work, making no noise about it, and securing excellent results. In another

place, with a superintendent of much greater pretensions, and a corps of teachers equally faithful, he will find the school work very inferior; and it is not unfrequently the case that the superintendent and teachers in the latter place *think* they have excellent schools, and boast of them on all occasions. A superintendent has been known to boast of his reading in a particular room, and to take special pains that all visitors should hear it, when in fact the reading was very indifferent, indeed. Visitors have been shown writing of children in the grammar grade which was eulogized by superintendent and teacher to the evident delight of the children, that could easily be excelled by second year primary pupils in other schools. Superintendents often imagine that their order is excellent, when in fact it would suffer dreadfully in comparison with that of a neighbor superintendent who is conscious that the order of his own schools can be wonderfully improved.

The great trouble in this whole matter is the fact not that superintendents or teachers are disposed to be dishonest or to misrepresent their schools, but that they have very different standards by which they measure their work. It must be conceded as true, that a great many superintendents, even, do not know what first class work is. The writer has heard school work "lauded to the skies," that would not be tolerated at all in the better schools.

One remedy for this trouble is for these superintendents and teachers to visit schools that are known to be good. Some of the best teachers in the state make it a point to visit other schools whenever opportunity affords. A few days spent in visiting good city schools would benefit some superintendents more than can be estimated.

MONEY FOUND.

The Official in this number of the Journal is of unusual interest. It seems that a discrepancy exists between the books of the Treasurer and those of the Superintendent, but that this is the fault of the law regulating the matter, and not of the officers. County auditors do not always report the same amount to the Treasurer and the Superintendent, and the law provides for no comparison of books or balance test. Just how it happened that in the years 1868, 1869 and 1870, that \$150,000, and in 1873, \$117,143.49 more were kept in the general treasury and not paid over to the school revenue fund, as the law requires, we do not understand. The persons in office at these dates ought to be able to explain.

We are glad to know, however, that there is no money lost, and that no evidence of fraud appears on any of the books. Superintendent Smart deserves much credit for inaugurating an investigation which will result in adding to the school revenue of the state this princely sum of money, and the State Treasurer, Mr. B. C. Shaw, deserves credit for so promptly examining into the matter and making the necessary corrections. The next Legislature will doubtless order this money paid over.

THE CENTENNIAL.

The preparation for the Centennial is going bravely on, and the interest seems to be increasing. The teachers, through the schools, are doing more than any other class of people, yes, more than all other classes combined, and for this they deserve much credit. Let them remember that in doing this work they are at the same time laboring in the interest of popular education. Many leading citizens of the state are already astonished, and have expressed their delight at what the schools can do and are doing. It is now pretty clearly developed that the Educational Department of Indiana's exhibit will be its chief attraction, and if the teachers can succeed in placing the state on its merited educational basis, they will do it an inestimable service in thus correcting a very unjust and erroneous view, in regard to Hoosier illiteracy, that is generally held by New England people, and also held by many good citizens of our own state. Indiana has made rapid progress, educationally, and it is but justice that this fact should be demonstrated. This can be more easily done, for "outsiders," at Philadelphia than at any other place. Every teacher and every citizen has an interest in this matter, and should feel a personal responsibility.

The preparation of products to be exhibited is all that could be expected, and there remains not a doubt that the show will be creditable. The raising of money still drags a little, and nothing can be done without money. The exhibitions on December 11, were not so general as was anticipated, but a great many superintendents and teachers who did nothing at that time, assure the committee that they will do their full share "at a more convenient season." Let teachers feel that this enterprise must be carried forward. Let every one who has not as yet done anything, resolve at once and act as soon as possible. Let those who have done something do still more, and let us all remember that we are citizens of Indiana, and that the reputation of our old Hoosier State is at stake.

THE PRESIDENT ON PUBLIC SCHOOLS.

President Grant, in his late message, does what has never before been done in a presidential message, viz., discusses the public school question. He touches several vital points, and his recommendations should be well considered. He speaks as follows:

"Under such a form of government as ours, it is of the greatest importance that all should possess enough of education and intelligence to cast a vote with a right understanding of its meaning. A large association of ignorant men cannot for any considerable time oppose a successful resistance to tyranny or opposition from the educated few, but will inevitably sink and acquiesce to the will of intelligence, whether directed

by the demagogue or by priestcraft. Hence the education of the masses becomes of the first necessity for the preservation of our institutions. They are worth preserving, because they have secured the greatest good to the greatest proportion of population of any form of government yet devised. All other forms of government approach it just in proportion to the general diffusion of education and independence of thought and action. As the primary step, therefore, to our advancement in all that has marked our progress in the past century, I suggest for your earnest consideration and most earnestly recommend it, that a constitutional amendment be submitted to the legislatures of the several states for ratification, making it the duty of each of the states to establish and forever maintain free public schools adequate to the education of all the children in the rudimentary branches within their respective limits, irrespective of sex, color, birthplace or religion, forbidding the teaching in the said schools of religious, Atheistic or Pagan tenets; prohibiting the granting of any school funds, or school taxes, or any part thereof, either by legislative, municipal, or other governments, for the benefit of any other object, of any nature or kind.

This is certainly a strong recommendation for the principle, (1.) for universal education, (2.) for "higher" education, (3.) for compulsory education, and (4.) for non-sectarian education. If the President means by "tenets" what is usually meant, and what the writer supposes he does mean, i. e., that all sectarian doctrine shall be excluded from the schools, the Journal indorses all the views fully and heartily. But if he means, by "tenets," what some persons suppose he means, i. e., the banishment of all religious teaching from the schools, the Journal objects. Religious reverence toward the Creator, and religious obligation to our fellows, must be taught in our public schools or they can never accomplish the purpose for which they were established. The idea that schools should be simply for intellectual training, is both absurd and wrong. First, such a thing as a purely intellectual school never did and never can exist. The moral nature cannot be separated from the intellectual. Second, such a school ought not to exist, were it possible. This government needs virtue more than it needs intelligence. It is a fact demonstrated by more than eighteen hundred years' experience that the church can never, of itself, reach and elevate the masses. Only universal education and virtue can do this.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR NOVEMBER, 1876.

PHYSIOLOGY.—1. How are the blood and the air kept from mingling in the lungs, while they are brought so near together that they modify each other?

2. What two objects are effected by respiration?
3. Why is it more dangerous to wound an artery than a vein?
4. What is the ordinary temperature of the human body?
5. What functions are essential to life?

GEOGRAPHY.—1. Define the term Geography, and give its derivation.

2. Name the principal natural divisions of water, and describe each of them clearly and briefly.

3. Why are the Polar Circles $23\frac{1}{2}$ degrees from the poles?

4. In what zones does North America lie? In which one is the largest part?

5. Name and describe the great mountain system of North America. Name the principal mountain ranges.

6. Give the location of the following capes: Ann, Sable, Flattery, Hancock and Blanco.

7. If you take a vessel at Chicago, through what waters must you pass to reach Liverpool?

8. Bound Peru, and name its principal products.

9. What is the highest mountain peak in the world, and what is its height?

10. What are the principal divisions of Australia?

HISTORY.—1. When and for what purpose was the first union of the New England colonies formed?

2. Give some account of the Boston massacre.

3. When and why were the boundaries of Quebec so extended as to include Ohio, Indiana, Illinois and Michigan?

4. How long was the Northwest Territory under the jurisdiction of Virginia?

5. When was slavery abolished in Indiana?

THEORY AND PRACTICE.—1. What is it to organize a school?

2. Name some of the advantages of graded schools, and some of the disadvantages of ungraded schools.

3. What is your theory as to the time, manner and object of inflicting punishments?

4. What teachers have occasion to resort most frequently to corporal punishments?

5. What are some of the characteristics a teacher should possess in order to govern well?

ARITHMETIC.—1. Write 4963 by Roman notation.

2. What practical use is made of Troy weight? Give the table.

3. Reduce $\frac{3}{4}$ and $\frac{4}{9}$ to a common denominator by analysis.

4. State a rule for addition that will apply alike to whole numbers, compound numbers, decimal fractions and duo-decimals.

5. When the first, third and fourth terms of a proportion are given, how do you find the second? Illustrate by example.

6. If a perpendicular pole 8 feet high cast a shadow 5 feet 8 inches long, what is the height of a church spire which casts a shadow 90 feet 6 inches long?

7. Given the interest \$215.175, time three years nine months, and the rate 15 per cent; what is the principal?

8. Define discount, present worth and proceeds.

9. Bought \$850 worth of goods on 6 months credit; what sum will pay the debt at the time of purchase, money being worth 8 per cent. per annum?

10. Sold corn at 40 cents and lost 15 per cent.; what was the cost price?

GRAMMAR.—Define the different degrees of comparison of adjectives.

2. Write a sentence containing an irregular transitive verb in the indicative mood and perfect tense.

3. Write the principal parts of the verbs go, read, sit, set and rise.

4. Write a sentence containing a preposition, a conjunction and an adjective in the superlative degree. Parse the preposition.

5. What is the difference between a personal pronoun and a relative pronoun? Define each.

6. What is the difference between the objective case and the object of a verb?

7. Write a sentence containing a modified subject and a modified predicate.

8. Correct the following sentences and give the reasons: "Whom do men say that I am?" "Go in the carriage, and shut the door." "A stream runs between the frame and brick house." "He is the wisest of the two." "I do not think it is him." "How does your plans succeed."

9. What is the difference between sex and gender?

10. Parse the words in the sentence: "He spoke well, yesterday."

THE COUNTY SUPERINTENDENCY LAW.

FRIEND BELL:—I have not appealed the Marion county test suit to the Supreme Court, as you state in the December issue. I called for the papers for that purpose, but the Superior Court preferred to review their judgment under the light of the late utterances of the Supreme Bench, and have granted a new hearing. We expect the case to come up in the next General Term.

I also wish to object to the paragraphs which appear in your editorial concerning this movement. You *doubt its propriety*, and assign two reasons. 1st, "the new appointees are at work and mostly doing well;" 2d, "agitation at this time will have a bad effect on the next Legislature."

The more I reflect upon this the less I am pleased with it. But one answer is necessary to all that can be said against the movement. *The act is unconstitutional.* Consequently, the present incumbents are not legally appointed and all their acts are void.

To decide the case will occasion some confusion, no doubt; but not more than the endless train of appeals from the decisions of ninety-two illegal officers. But it is also a question of *right*. Since the act of 1875 is nugatory, those officers who worked from March 9 to June 1, at a sacrifice of a dollar per day, and who are now illegally out of employment, are suffering a very serious damage. The time actually employed from the passage of this emergency clause is about seventy-five days to the county—the state over—and in those counties where the incumbents were re-elected, it is almost a year. Altogether the loss of a dollar a day for actual services by those rightfully appointed, is about \$12,000! If county superintendents were decently paid, or in comfortable circumstances, this loss would not be great; but they are generally poor men, and they cannot afford such a loss. Then all those not reappointed are sharing in the damage—some of them yet remaining out of employment.

As to the Legislature, I believe it will be a harder matter to induce a legislature to make a positive advance to the old law than it will be to prevent it from damaging the old if reinstated. Many of those who assisted in passing this act are ashamed of it, and would not vote so again. It passed by a majority of but two in the Senate, and would never pass again in such a body.

W. S. SMITH.

NORTHERN INDIANA NORMAL SCHOOL AND BUSINESS INSTITUTE.

We recently spent nearly two days in the above named institution, situated at Valparaiso, with a view to learning what we could of its merits. We had heard of its opening less than three years ago; had heard that each new term since had shown a large increase in attend-

ance over its predecessor, until the enrollment for the current term reached the magnificent figure of 491, and we were curious to see for ourselves in what the great attraction consists.

We found the largest and one of the most orderly schools it has ever been our privilege to visit. We copy the following notes made on the ground:

"A school governed without a rule except the general one, 'do right.'"
 "Students generally young men and women who know why they are here—they *come* and are not *sent*." "Only those learn who *wish* to learn—classes generally too large for personal drill. An excellent school for general reviews—not so good for original study." "Grammar class not so large as usual, it now contains but 300. Work assigned and required to be written out, then read and criticised in the class in such a way as to bring up all difficult points. Most of the class working hard and doing well. Average number in classes about 40." "Teachers full of enthusiasm, with which they inspire the students. All hard at work. Recitations begin at half-past seven in the morning and close at nine at night."
 "More teaching force needed, but no room to accommodate." "Teachers inclined to *lead* too much—to do too much of the work themselves. This seems in a degree justifiable under the circumstances, but not to the extent practiced." "Teaching generally good—far above the average. Some of it, however, not up to first class normal methods. The teachers class, especially, needs more drill in the *theory* of teaching—more study of the *philosophy* of methods." "Aside from the general and undisputed merits of the school, its chief attractions are (1.) the liberty in the choice of studies, each pupil being allowed to select just such branches as he wishes to study; (2.) the exceeding low price of living afforded, good furnished rooms and board being provided for from \$2 to \$2.50 per week." "The principal, Mr. H. B. Brown, is an affable, unassuming gentleman, who, amidst his multitudinous duties, has a kind word and a cordial shake of the hand for everybody. He deserves special mention for minding his own business. While the plan of the school is different from that of any other in the state, he never allows himself to berate other schools or make invidious comparisons." "Three large brick buildings and one frame building have been added to the original college buildings, and still there is not room. Another large building will be begun as soon as spring opens." "The unprecedented success of this school, in our judgment, is proof of its merit and its necessity."

THE Manual of Instruction for Teachers and a Course of Study for the Indianapolis schools, has just been published. We have seen larger manuals,*but we have never before examined one containing so many underlying principles, or so much that is calculated to make the teacher *think* and *grow*.

Part 1. is devoted entirely to the discussion of those principles of

school work that are regarded as fundamental. "The relations of the teacher," "The pulpit," "The mental powers," "The end to be attained," and the various studies, are all treated "*from the inside out*," principles alone being discussed.

Part II. gives the course of instruction, with accompanying suggestions and directions to teachers, suited to the work of each grade. These suggestions and directions are made in the light of the best methods known to the profession.

Superintendent Geo. P. Brown certainly has reason to feel gratified over his success in his first effort in this line of work.

CENTENNIAL NOTES.

So rapidly is the Educational Department growing that it is now thought that an additional and separate building will be needed for it.

On or about December 11, entertainments were given at the following named places, with the annexed pecuniary results:

Shelbyville, \$106; Huntington, \$190—two more entertainments arranged for; Bedford, \$167; Greencastle, \$340; Evansville, \$900.87; Indianapolis high school, \$49.50, the first of a series of entertainments; Lawrenceburg, \$89; Greentown, Howard county, reports \$29; Bristol, Elkhart county, reports, with cash, \$24; New Richmond schools begin with \$10.80; Tippecanoe county, outside of Lafayette, so far as heard from, about \$200; Marion county, outside of Indianapolis, is interested, and will do its full share; Richmond's first entertainment netted \$50. Numerous spelling schools throughout Wayne county.

W. T. Fry, of Washington, Daviess county, reports \$40, as the result of a first effort, and a general good feeling, centennially and educationally.

The Centennial Finance Committee have made a request that every minister in the state, on the 4th Sabbath of January, shall preach a Centennial sermon. The object being to arouse patriotic feeling and encourage a proper celebration of this the nation's first centennial anniversary.

The Northern Indiana Normal School has promised to contribute as much toward the centennial fund as any other school in the state.

The Finance Committee has issued a request that each editor of the state prepare a centennial issue of his paper on or about Feb. 22. The committee says: "We suggest that your paper of that date contain a history of the paper, a sketch of its founders, and of its present managers, and an exhibition of the cause it advocates, whether religious or political. It is especially desirable that it shall contain a history of educational efforts in both public and private schools, as well as a brief sketch of libraries, museums, cabinets, scientific associations, medical associa-

tions, musical societies, and of any other existing agencies for the diffusion of knowledge. A history of the locality in which the paper is published, together with an exposition of its natural resources and of its business interests, should form no inconsiderable part of the issue."

It is greatly hoped that editors will enter heartily into this matter. In this way could a history of the state be collected and preserved that would be invaluable. Such a history could not possibly be written in any other way.

All persons expecting to prepare work for the Centennial Exposition, who have not received the *Rules* regulating the manner of preparing work, should write to the State Superintendent, at once, for them. Everything must be done "by rule."

The State Centennial Finance Committee, at a late meeting, elected Prof. A. M. Gow its corresponding Secretary. His headquarters for the next month will be in Indianapolis.

The teachers of Steuben county resolved "to do all in their power" to help the centennial.

E. P. Lacy sends quite an attractive programme of an entertainment given at Whiteland, Dec. 11. Pecuniary results not yet reported.

THE Editor of the "Palmyra Enterprise" (Wis.) heads his editorial column with the following: "We advocate state uniformity of textbooks in our public schools, and the abolition of the office of county superintendent." That column had better be abolished.

State uniformity of books has a few arguments in its favor, but has never, so far as we can learn, worked satisfactorily. It opens the way for a grand monopoly and gigantic frauds. County superintendency, which is condemned, is the only thing that will ever make country schools what they may become in efficiency. This Editor, like others we know, may be a good political and news man, but he hasn't a particle of school sense.

STILL BETTER.—A second count increases the average number of school days throughout the state to 121, or six months and one day. This is on the old basis, viz: of counting Indianapolis, Fort Wayne, Evansville, etc., each, as but a single school. Changing the basis to that used in other states, and the only fair one, that is, to counting each school room in which a teacher is employed as a school, the average length of schools for the state last year was about 184 days, lacking but six days of seven months. This certainly speaks well for the Hoosier State.

ANTIOCH COLLEGE, at Yellow Springs, O., has opened a normal department and offers unusual facilities for preparation to those wishing to become teachers.

IS IT HONEST?

Almost every month the editor of the Journal receives letters from teachers asking for the Examination Questions, so that they can get them before the "last Saturday." The latest correspondent says, "I want to get a better grade on my license;" and then adds, "*I would send a liberal amount.*" The editor would take such an offer of bribery as an insult from a person whose moral education had not been sadly neglected. A teacher who would write such a letter certainly lacks, aside from scholarship, one of the *necessary* qualifications of a teacher. A publication of the names and address of these correspondents would make interesting reading.

THE Pennsylvania Central Railroad has offered the editors of Indiana free passes to Philadelphia and return for a trip in January, and also in June or July. The authorities of the road who have extended this liberality, have promised Mr. C. W. Ainsworth, who has been working up the matter, as liberal rates for teachers as can possibly be afforded. No definite answer, however, can be given till after January 1, 1876. If a cheap excursion rate can be secured, teachers will doubtless go by the thousands.

HOPKINS MONUMENT FUND.—The following persons, all of Dubois county, have contributed one dollar each to the Hopkins monument fund: Mrs. E. G. Strain, Miss S. C. Hardin, Anna Cooper, E. R. Brundick, J. L. Butz, H. L. Catterhenry, W. S. Shioely. Dubois county gives \$9.50.

Also the following persons of Elkhart county: M. A. Barnett, Hattie Blythe, Maggie Stevens, Aaron Work, Jennie Basset, Henry Frazier, D. Moury. Miss Lou Cornells was on the committee and collected most of the \$18 contributed by Elkhart county.

THE teachers of Wayne county and the members of the last summer's normal are to hold an educational reunion and semi-annual institute at Centreville, Dec. 31. A good time is anticipated.

BROOKVILLE.—A visitor to the Brookville schools reports them in better condition than for many years. He witnessed a recitation in grammar in Mrs. Beighle's room that he has never heard excelled in the state. A. M. Beighle is the superintendent.

VALPARAISO.—A short visit to the Valparaiso schools revealed the following facts: The building is large—larger than the present necessities require—imposing in appearance and in good condition. The schools are moving on smoothly under the superintendency of W. H. Banta, who has had charge of these schools for six years. James McFetrich, the county superintendent, is teacher in the high school. Nine other teachers are employed. The philosophical apparatus connected with the school is in good condition, is sufficient, and is *used*. The course of instruction just published is one of the neatest we have seen. The Centennial will be remembered.

ATTICA.—The first term of school closed Dec. 10, with a thorough examination of all the grades. Number enrolled for the entire term, three months, 503; average number belonging, 422; average daily attendance, 398; per cent. of attendance, 94.8; number of cases of tardiness, 78; number of pupils belonging to each teacher, 47.9. Number of pupils enrolled in the high school, 58; per cent. of attendance, 96; number of tardiness, 7. Mrs. A. M. Baker, a teacher in the D primary grade, with an enrollment of 127, had but one case of tardiness for the month ending Dec. 10. There was not a case in the advanced department of the high school. Miss L. A. Dimon is teacher. E. H. Butler is sup't.

SPICELAND.—Spiceland Academy is still prosperous. An excellent corps of teachers and nearly 800 students, 60 of whom are in the high school department. This school has a reputation for thorough work enjoyed by few other institutions in the state. Timothy Wilson is Prin.

SOUTH BEND.—Several teachers in the South Bend schools, with enrollments ranging from 38 to 88, with per cents. of attendance ranging from 96.3 to 98.5, had not a single case of tardiness for the month ending Nov. 19. The entire schools, with an average daily attendance of 1,282, had but 114 cases of tardiness. The high school shows the most cases. This needs explanation.

JEFFERSONVILLE has two good school buildings. J. N. Payne is principal of the high school, and has charge of one building. W. B. Goodwin, county superintendent, has charge of the other building. E. S. Hopkins is superintendent, but is required to teach most of his time in the high school. The trustees took an economic fit last summer, and cut off supervision and cut down salaries to the detriment of their schools.

MADISON.—Madison has no general superintendent and the schools are reported in excellent condition, considering this fact. Miss Mary Reed is principal of the high school, Miss Frank Kendall, principal of lower building, and Mrs. Barnes is principal of the upper building. These three teachers are all highly commended.

VEVAY.—The schools at Vevay are reported as "good," by one who knows." P. T. Hartford is the sup't.

RISEING SUN.—The Rising Sun schools are "hearty, genial, lively, growing." They take their cue from superintendent P. P. Stultz, and his teachers.

LAWRENCEBURG.—Superintendent J. R. Trisler, at the beginning of the year, started under a cloud, but is now sailing in clear sunlight."

NOBESVILLE.—The Noblesville schools seem to grow under the superintendency of B. F. Owens. They are reported in good working condition.

CHICAGO.—The Chicago School Board recently passed an order that all school books should be bought at wholesale rates and sold to the children by the principals at cost, *provided* that the Board should not be in any way responsible for losses. This is hard on the retail booksellers and hard on the principals, and just how it is to be carried out while the Board shirks all pecuniary responsibility, is not very clear.

The same Board has a new rule that all principals of buildings shall live inside the corporate limits of the city. This will require some teachers to sacrifice pleasant homes in the suburbs and become *citizens*, though they may remove twice their present distance from their school buildings. This is one way of increasing the population of the city. It is legitimately inferable that the Chicago School Board is at present running in a *political* groove.

MEROM.—Union Christian College, at this place, is prospering finely this year. The new president, Rev. T. C. Smith, has the cordial support of both students and citizens in all labors to build up the interests of the college.

NEW ALBANY.—The New Albany schools are reported in fair condition. A new school building just finished for the colored people, does the trustees much credit. Mayor Richardson is working up the music in the schools to the satisfaction of all.

OHIO COUNTY.—The school houses of this county are in better condition than ever before. One-fourth of the houses in the county have been built in the last two years; nearly all the new ones and some of the old ones have been furnished with patent furniture. We have a better corps of teachers this year than last, but there is still room for improvement. But three persist in teaching the a, b, c's. J. H. Pate is sup't.

ELKHART COUNTY.—The normal and classical school at Goshen, under the control of Professors Blunt and Moury, is doing a good work for Elkhart county in better preparing the teachers for their school-room duties. More than one hundred were in attendance the last term. The Elkhart schools are superintended by M. A. Barnet, the Goshen schools by D. D. Luke, and the country schools, which are well graded, by D. Moury.

DEARBORN COUNTY.—The commissioners of this county allow superintendent Columbia fifty-one days for visiting schools—one-half day for each school—all the law allows.

MARION COUNTY.—The commissioners of Marion county grant the county superintendent all the time for visiting that the law allows, and, in addition, they furnish an office and pay all *necessary* expenses. Teachers are required to send monthly reports to the superintendent, and the schools are reported in good condition. Marion county will do its part at the centennial. L. P. Harlan is superintendent.

MIAMI COUNTY.—The institute of this county begins Dec. 27, 1875, instead of January 3, 1876, as announced last month. According to the educational column of the Republican, the school houses of the county are in bad repair and poorly furnished. Miami county trustees ought not to allow this state of affairs long to exist.

PERSONAL.

A. C. SHORTRIDGE's resignation as president of Purdue University will take effect January 1, 1876. He leaves the school in as good condition as present facilities will admit of. Mr. Shortridge does not like controversy, and would have resigned last summer had he consulted his own feelings, and not the discipline of the school and his own good name. No one has yet been named to take his place, and we doubt whether any man can be found who has ideas of his own and is disposed to carry them out, who can carry on the school successfully, with the surroundings. Mr. Purdue who has given the institution a great deal of money, is a very peculiar man and knows but little of school matters, and yet he assumes to direct and control everything.

JAS. F. BROWN, an old pupil of Jas. G. May, is principal of Tampico schools.

H. G. WOODY objects to being located at N. Judson, so the Journal will allow him to remain at New London, where he is conducting a prosperous school.

E. E. HOFF is principal of the Wolcottville high school.

LEE AULT, superintendent of the Winchester schools, and **C. W. Paris**, ex-county superintendent, have already announced a six-weeks' normal to begin at Winchester, July 11, 1876.

J. M. STALEY has charge of the schools at Winamac.

W. A. JONES, president of the State Normal, at Terre Haute, has been talked of by some leading Illinois teachers as the possible successor of president Edwards in the Illinois Normal. This will not do: Mr. Jones is needed where he is. Besides, he cannot afford to resign his present position to occupy a lower one.

WM. T. STRICKLAND, of Burnsville, Bartholomew county, is already arranging for a normal next summer. Business.

J. H. LEWIS has charge of the schools at Pierceton. They are in a flourishing condition. Mr. L. has been elected cashier in the Lake City Bank of Warsaw, at advanced pay, but cannot enter upon his new duties till the close of the year, as his patrons will not release him from his contract to teach out the school year.

C. J. ROSENSTEIN, superintendent of Switzerland county, has charge of the school in that new building at Mt. Sterling.

J. L. PICKARD, superintendent of the Chicago schools, is mentioned in connection with the presidency of the Illinois Normal University in place of President Edwards, resigned. Mr. Pickard is a strong man where he is, and would prove able and efficient in any position he would accept.

J. M. OLCOTT is named as a probable candidate for the nomination, on the Republican ticket, for State Superintendent. He is extensively known throughout the state and needs no introduction. That he has the ability, that he understands the school system, and that he is industrious and energetic, will be conceded by all who know him.

HON. JOHN I. MORRISON, who in olden times was one of the most active school men in the state, and who now takes a lively interest in everything that pertains to the welfare of the public schools and colleges of the state, being president of the Board of Trustees of the State University, is a candidate for the nomination as State Treasurer. We have known Mr. Morrison for years, and do not believe that a better man for the place can be found within the limits of the state.

Prof. IRA W. ALLEN, who for several years conducted a very prosperous academy in Lafayette, and afterwards did the same at Lake Forest, near Chicago, is now located in Chicago, and is building up a very successful school. His attendance is quite large notwithstanding his charges are from \$15 to \$50 per term of ten weeks. Prof. Allen is a thorough teacher himself, and employs only the best assistants. The Professor has grown wealthy, and is now teaching "for the fun of it."

Alex. M. Gow has been named by some of his friends as a candidate for State Superintendent. Mr. Gow was seven years superintendent of the Evansville schools, and during most of that time was one of the most active members of the State Board of Education. He is justly regarded as one of Indiana's leading educators.

H. B. BROWN, principal of the Northern Indiana Normal School, is not a married man, but—but—ought to be.

The Hon. E. H. WHITE has been tendered the presidency of Purdue University.

INSTITUTES.

STEEBEN COUNTY.—The Teachers' Institute of this county convened at Angola on Monday, November 15, 1875, and continued in session five days. The weather was quite unpleasant the most of the week, yet the attendance was large; 188 names were enrolled, and the average attendance was nearly 160. The teachers appeared much interested in the work of the institute, and seemed to look upon it as a fine opportunity of

completing their preparations for the work of the winter. Our superintendent had the good fortune to secure the valuable assistance of Profs. Ford, Olcott, Smith and Goodwin, who occupied most of the time Tuesday, Wednesday and Thursday. The work of the remaining time was well conducted by teachers from our own county, among whom were Messrs. Long, Harding, Cline and others. A very interesting feature of the institute was the series of lectures held at the Disciple Church. The gentlemen who so well entertained the teachers and many of the citizens were, respectively, Elder Andrus: subject, "The Relation of the School as a Molding Force of the Social Fabric of the Country." Prof. Olcott: topic, "Yesterday, To-day and To-morrow." Professor Ford: on "The Words we Use." Prof. Goodwin, treating on "The Alps," and closing on Friday evening with a masterly address by the ex-county superintendent, J. W. Cowen: subject, "Popular Education—its Work, its Encouragement, and its Hindrances." Our teachers have gone forth to the work fully impressed with the responsibilities of their positions, and we trust that this winter's work will be one of the best ever done in the schools of our county. L. R. Williams, Chairman; F. B. Andrus, H. H. Keep, Secretaries.

MARSHALL COUNTY.—Our Institute commenced at Plymouth, on Monday, November 15. The work was performed both by home and foreign talent, and was pronounced by all to be a perfect success. Profs. Bell and Veasey, of Indianapolis, were with us part of the time, and rendered very valuable instruction. The whole number of teachers enrolled was 136; average daily attendance, 68. There is a better time promised the teachers of Marshall. A general good feeling seems to exist, and we expect better work done in the future than in the past.

Lectures were delivered as follows: Tuesday evening, Prof. Bell, of Indianapolis. Wednesday evening, Prof. Allen, of the Bourbon schools: subject, "The Defense of our Common Schools." Thursday evening, Mrs. D. B. Wells, principal of high school, Plymouth: subject, "The Bulls and Bears of Personal Worth." Superintendent R. A. Chase, of the city schools, was also present at various times during the session, and gave some practical work. The schools of the county opened November the 21st.

W. E. BAILEY, Sup't.

BOOK-TABLE.

LITTELL'S LIVING AGE stands at the head of Eclectic magazines. It is made up of selections of the best articles contributed to the leading magazines of the world. It is a weekly. In no other way can so much of the best work of the best minds be obtained so cheaply or conveniently as through this paper. Published by Littell & Gay, Boston. Price, \$8; with the Journal, \$8.25.

YOUMANS' NEW CHEMISTRY, a class book on the basis of the "new system." New York: D. Appleton & Co. D. B. Veazey, Indianapolis, agent for Indiana.

The above is by one of the most popular scientific men of the country, and is written in his usual attractive style. In preparing a text-book of 350 pages on such a subject, the question is not so much what to put in as what to leave out. The selection of matter seems to be excellent, and the experiments given are simple and can be performed at little expense and with cheap apparatus. The illustrations are profuse, and the mechanical execution of the book is all that could be desired.

HISTORY of ENGLAND, by M. E. Thalheimer. Cincinnati: Wilson, Hinkle & Co. Price, \$1.50. 287 pp.

That history is an important study all will concede, and that the study of English history is next in importance to that of his own country, no citizen of the United States will deny. This book is written by Miss Thalheimer, the author of *Ancient History* and *Medieval and Modern History*, and persons familiar with the style of these books need not be told that the above named volume is attractive, well selected, and well arranged. She has but few equals as a historical writer. The book is fully illustrated, and contains all the maps and sketches necessary to assist the student in his study.

A BRIEF HISTORY OF FRANCE. New York and Chicago: A. S. Barnes & Co. Price \$1.50. pp. 800.

This is the second book in the Barnes's Brief History Series, and is upon the same general plan of the *United States History*. The division of the book into epochs, the summary at the close of each dynasty, the chronological reviews and references for reading, the geographical questions, the linking of events by tracing their causes and effects in such a manner as to give something of the philosophy of history, are all features which will commend the book to every thinking person. It contains several good maps, and the "get up" of the book is in A. S. Barnes's usual excellent style.

HERBERT CARTER'S LEGACY, by Horatio Alger. Boston: Loring, publisher. For sale by Bowen, Stewart & Co., Indianapolis.

This belongs to the second series of the "Luck and Pluck Books." It is a book for boys, written in an attractive style, and points many good morals. A book of this kind makes a valuable Christmas present for young people. A good book will make glad, strengthen the mind, and improve the morals.

The book is gotten up in good style. Our criticism is that the 327 pages ought to have been printed on less than 200 pages, and the price of the book materially reduced.

"**JACK'S WARD**, or the *The Boy Guardian*, one of the "Brave and Bold series, is another book of the same general character as the above, published by the same House, and for sale at the same place.

REPORT of the Commissioner of Education for the year 1874. The Hon. John Eaton, United States School Commissioner, has sent out his Report for 1874. It is a volume of nearly 1,000 pages, and contains a vast amount of valuable information. The following are some of the subjects treated: Science and Education, Education at the Centennial, Education among the Indians, School Systems of the various States and Territories, Statistics of Normal Schools, of Kindergartens, of Colleges, of Schools of Theology, Law, Medicine and Science, of Libraries, of Museums, of Institutions for the Deaf and Dumb, for the Blind, Reform Schools, etc., etc., etc. We value the volume highly, and shall have occasion to refer to it and use parts of it frequently.

VICK'S FLORAL GUIDE for January is before us. It is gotten up in exquisite taste and is worth four times its price to any one interested in flowers or vegetables. Having followed the directions of this Guide to some extent, we feel that it can be relied upon. Vick is a noted florist, and deals extensively in flower and vegetable seeds, bulbs, and everything in that line. Address James Vick, Rochester, N. Y.

THE AMERICAN JOURNAL OF MICROSCOPY AND POPULAR SCIENCE, is the title of a new journal which, though specially devoted to the microscope and its revelations, also takes in a great many outside subjects of deep interest. It is very fully illustrated with new engravings, and the information which it contains is reliable, practical and interesting. Every one interested in botany, entomology, or natural history of any kind, would do well to get a specimen number, whether they own a microscope or not. The subscription is only fifty cents a year, and specimen copies will be sent free to any address by the Handicraft Publication Society, 87 Park Row, New York.

THE January "Galaxy" will contain the first part of a new serial story by Wm. Black, author of "A Princess of Thule," "Strange Adventures of a Photon," etc., etc. It is called "Madcap Violet." The same number will also contain a very important article on our National Surveys, by Capt. Chas. W. Raymond, and the "English Interregnum," by Justin McCarthy. Articles by Professor H. H. Boyesen and Albert Rhodes will also be found in the same number.

HARPER'S SCHOOL HISTORY OF THE UNITED STATES, by David B. Scott. New York: Harper Brothers. J. M. Olcott, Indianapolis, agent for Indiana.

This book is not a new one, but has not been noticed in the Journal. We have examined it with some care and find many things to commend it. It is a much better book than the same book *abridged* to suit the prevalent abbreviated ideas of some people on this subject. The matter of the book is happily selected and given in a pleasant and attractive manner. The Philosophy of history is kept constantly in view; not only are events named in their order, but their *causes* and their *effects* are stated in such a way as to enable the student to gain some general

ideas as to the growth of the country, and the habits, industries and character of the people. The "general reflections" at the close of various marked periods, are specially valuable. The maps and engravings are also valuable additions. All things considered, we know of no better history of the United States.

LOCAL.

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A **LARGE** number of new advertisements this month will furnish interesting reading to such teachers as desire to keep themselves posted as to the *new* things in the educational world. A prominent teacher once remarked, "The advertisements of the Journal alone, are worth more to me than the subscription price."

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INDIANA SCHOOL JOURNAL


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No. 2

PUBLIC EDUCATION—ITS DANGERS AND NEEDS.*

GEO. P. BROWN.

 ONE year ago the honored president of this body discussed before you, in his masterful and exhaustive way, the idea of the school, and showed the necessity of its existence as an important element in the realization of our national idea of freedom. I hope that it will not be considered presumption in me to try to follow further one line of thought suggested by him, and consider with you some of the dangers that beset public education in this country, and some of our most pressing educational needs. The time is fitting for several reasons:

1. This association is twenty-one years old to-night, an age that suggests to our thought a stepping out from a condition of dependence to one of independence; from limited to unlimited freedom; from youth to manhood: but with this suggestion comes also the thought that we have now arrived at that period in our history when our course for the future should take permanent shape, and lines of policy be adopted to be persistently pursued for the realization of the high ideal which the imagination has painted.

2. This is the centennial year of our national independence—the end of one of those longer periods in a nation's history when a retrospect of the past is taken, and a new impulse is given to nobler desires and higher aspirations.

3. Our own commonwealth is but just entering upon that career of growth consequent upon the development of her natu-

* Inaugural Address as President of the late State Teachers' Association.

ral resources that will cause her to be eventually recognized as one of the leading states of the nation in the enterprise, intelligence, worth, and wealth of her people. Indiana is to-day at that stage of material and spiritual growth where the dreams and fugitive aspirations of youth begin to crystalize into fixed purpose. The direction given by those who shall constitute the directive power of the state for the next few years will, in a great degree, determine her future status, especially in the matter of education. We celebrate this as the twenty-first anniversary of this association, which may also be regarded as practically the twenty-first anniversary of the common school as well; but it has been only during the last fifteen years that the impetus has been given to educational affairs that has resulted in the present general interest and the bright anticipations for the future. A few statistics will clearly show this.

STATISTICS.

TOTAL FOR THE STATE.

	1855.	1860.	1865.
Number of Teachers_____	3,859	7,587	9,468
Enrollment_____	161,586	297,882	403,812
Tuition fund expended_____	\$287,779	497,297	1,020,440
		1870.	1875.
Number of Teachers_____		11,826	18,188
Enrollment_____		462,525	502,862
Tuition fund expended_____		\$1,810,866	2,880,747

ALLEN COUNTY.

	1855.	1860.	1865.	1870.	1875.
No. Teachers---	101	115	185	816	864
Enrollment_____	8,687	7,676	8,298	10,468	11,856
Tuition ex.-----	\$8,780	10,087	24,825	52,293	74,212

MARION COUNTY.

	69	77	149	226	805
No. Teachers---					
Enrollment_____	4,108	8,665	9,691	11,682	16,780
Tuition ex.-----	\$8,840	12,616	80,281	83,524	159,639

VANDERBURG COUNTY.

	55	45	91	115	155
No. Teachers---					
Enrollment_____	3,271	3,745	4,553	5,201	6,725
Tuition ex.-----	\$8,820	12,853	18,184	44,607	67,955

VIGO COUNTY.

	28	55	116	157	168
No. Teachers---					
Enrollment_____	1,249	2,421	4,488	9,181	8,576
Tuition ex.-----	\$1,965	9,179	26,190	48,088	66,688

In this condition of rapid growth, thoughts and methods of procedure are apt to be adopted without due consideration, and thus there is danger that the false that is so large an ingredient in other educational systems, shall be adopted by us together with the true, and that error 'crystalized into custom and therefore law, shall continue to menace the existence of an institution universally declared to be necessary to the continuance of a republican form of government. It is therefore fitting that we consider at this time some of the dangers that lie in the way of the realization of the school.

1. There is need of a fuller comprehension of the fact that the school is a spiritual and not a material entity; that it does not consist of huge and expensive piles of brick and stone, nor of large assemblies of students. The failure to comprehend this simple truth is manifested in the palatial structures that are erected, in cities and villages alike, throughout the country, while no adequate provision is made for the instruction of the children. All the money that can be raised by taxation is expended, and thousands of dollars are borrowed in anticipation of taxes to be paid in the future, to complete the house and put into it the minimum amount of furniture. Of course nothing is left for apparatus, books, and the various appliances so necessary to successful teaching. And, worst of all, the market must be searched for the teachers who will work the largest number of days for the smallest amount of money. Examples that illustrate more or less of this general statement are at hand on every side, the most notable of which is, perhaps, that of a wealthy and rapidly growing state expending nearly a quarter of a million of dollars for a partially completed normal school building and leaving the faculty and students for years without apparatus, library, or even fire enough to protect them from the cold. Had this institution not possessed the vitality popularly attributed to a Kilkenny cat, it would have died long ago.

The evil resulting from this want of economy in the expenditure of money is two-fold: 1. The purpose of the school cannot be attained because of the want of some essential element that money only will supply. 2. Because of this failure the general public are disappointed and discouraged, and are disposed to pronounce popular education a delusion. Their elegant building, from which so much was expected and so little is

received, is to them a standing monument of the failure of the school to realize the end of its creation.

The remedy is plain. Those possessing the true idea of the school must set their faces like flint against the erection of costly school houses for show. In season and out of season, they should urge that all school buildings be plain, and as inexpensive as possible to secure ample room, good light, and proper heat and ventilation. The money thus saved, and more if need be, must be expended for necessary school appliances, and for paying for the services of competent teachers. May the time not be far distant for every locality, when the schools shall cease to be kept by boys and girls incompetent to do anything else, or whose parents feel that a little experience in teaching is an excellent preparation for sterner duties of life.

One great need, then, is economy in the expenditure of money. The public is not unwilling to pay for all that is required to make what they receive commensurate with what they give. The public is, moreover, loyal to the common school. They know that it is necessary in order to secure that universal diffusion of knowledge upon which the existence of a government by the people depends. And when it shall clearly appear, as I think it will eventually, that the public school in all of the departments of primary school, high school, and university, shall give the best preparation for every vocation in life, the necessity for the continuance of all these departments will cease to be questioned.

My second proposition is that the school must be free. It is free in the sense that the high and the low, the poor and the rich are alike entitled to its privileges without charge. It should be free, also, from all of those influences and restraints that do not tend directly toward the realization of the two objects of the school, viz: scholarship and behavior. (This definition I borrow from the address of last year.)

Behavior is the outward expression of the recognition of the rights of others. The full and complete recognition of all these rights must result in honesty in business (and honesty in thought as well), fidelity to trust, loyalty to truth, integrity in every relation of life. Behavior, as thus defined, is a common possibility to men and women of every religious and political faith. In fact, it is largely for the ultimate realization of behavior, as thus

defined, that all parties and sects are striving. One of the purposes of the school, therefore, is identical with one of the purposes of every sect in the church and every party in the state. The methods that the school adopts must, then, be such as all sects and all parties will cheerfully and heartily approve. Any attempt to adopt the methods of one party or sect to the exclusion of others, will tend to array in opposition all other sects and parties. The quarrel thus provoked causes the final object of the school (*viz.*, behavior) to be lost to view, and that which is no object of the school whatever, the inculcation or rejection of some dogma, to be substituted therefor. Thus the effort for the realization of behavior, the common aim of all, degenerates into a contest over the adoption of a basis upon which the method to be employed is to rest. Unfortunately for the satisfactory settlement of the controversy, the acceptance or non acceptance of the dogma, is oftentimes not a question of policy, but one of conscience. When this is so, the methods based thereon cannot and will not be approved by persons of widely different beliefs: the school thus becomes divided into schools on the basis of doctrine, fundamental to a greater or less degree, and thus the immediate purpose of the school is to emphasize the method at the expense of the final object of the method, behavior. The definition of the school is now materially changed. It would read: The school is for the acquisition of scholarship and *methods* for securing behavior based upon various and widely differing propositions. This change of definition gives rise to the demand for the payment of the expenses of these different schools from the public fund. The Roman Catholic, if in the minority, says, "I cannot in conscience accept methods at variance with my religious belief. Give me, therefore, that portion of money intended for me, that I may be able to realize my own ideal." The Protestant, if in the minority, would make the same demand. The heathen in America and the Christian in China may each say, "I do not recognize the authority upon which your methods are based. Give me the portion of the public fund belonging to me, that I may in good conscience educate my children."

What is the remedy? To me the answer is plain. Return to the primary definition of the school, *viz.*: the realization of scholarship and behavior, and expunge from our methods everything that militates against the attainment of this end. Accept in good faith

the self-evident truth that all classes of mankind are reaching out after their ideal perfection in their own peculiar way, and let the methods adopted for the school be those that the universal reason of all intelligent men shall approve, or, at least, shall not disapprove. Such methods are numerous and potent. The purpose of the school is reached when scholarship and the recognition of the rights of others is realized in every individual member of society. With the matter of religious opinion, whether it is limited to the minor differences that form the basis of different sects, or extends to those wider differences that distinguish the great religions of the world, the public school has nothing to do, except as a matter of history. A like declaration in regard to politics would meet with universal approval, though it would be no more certainly true. There is, therefore, no more ground for the adoption of any particular book as the religious authority of the school, than there is for the adoption of the platform of any one of the political parties as the political authority of the schools. Sacred books and political platforms have a place in the school, but that place is in the department of scholarship, and only incidentally in that of behavior. I wish to be understood, then, to say that from the very nature and purpose of the school, it must be free from the recognition of any particular faith, either in politics or religion, if it shall accomplish the purpose for which it was created.

2. The school needs for teachers men and women of culture. The two essential elements of the teacher are (1) power to control and (2) ability to teach. Too little regard is paid to the last. The teacher that has learned the art of controlling easily and well is retained in our schools from year to year, notwithstanding his want of skill in teaching, and his ignorance of the subjects taught. But it is much more true that a large majority of teachers are without that general knowledge and broad culture so necessary to awaken in the minds of youth those grand conceptions and high aspirations that stimulate to effort and cause them to enter upon the pursuit of knowledge for the love of it. If scholarship is to be fully realized in the individual pupil, it will be in the years after his school days are passed, the result of the impulse given in childhood.

Let us look at this matter a little closer and discover, if we can, how culture is related to the teaching of the common branches of

study.—The subject to be taught is geography. The uncultivated teacher knows, perhaps, the statements of the book. The map is to him little more than the colored paper that he sees. The world is a globe, certain patches on whose surface are called continents and others oceans. Geography to him means naming and locating on this map or globe all the natural divisions of land and water; the countries into which the land surface is divided; the principal cities of each country, giving the number of inhabitants in each and that for which it is especially noted. It means locating the lumber districts, the grain fields, the cotton plantations, the mining regions, the manufacturing districts, et cetera, of his own country, and stating the exports and imports of different sections. He has a knowledge of a large number of isolated facts bearing little or no relation to each other, and having very little to do with the world in which he lives. What wonder that the child leaves school utterly ignorant of geography, notwithstanding he has spent five years in the study of it?

To the cultivated teacher, geography is a science, bearing varied relations to other sciences. The world to him is a huge ball revolving through space with numerous others around a central sun, and so poised as to give the alternation of seasons. Surrounding this ball he sees a hollow sphere of atmosphere extending upward indefinitely and containing elements and properties that make organized life possible, and give the refreshing rain, the gentle dew, the protecting cloud, the azure of the firmament, the grandeur of the storm, and the refreshing coolness of the summer breeze. To him "It is the girdling encircling air that flows above and around all that makes the whole world akin. The carbonic acid with which to-day our breathing fills the air, to-morrow seeks its way around the world. The date trees that grow around the falls of the Nile will drink it in by their leaves; the cedars of Lebanon will take of it to add to their stature; the cocoa-nut of Tahiti will grow rapidly upon it, and the palms and bananas of Japan will change it into flowers. The oxygen we are breathing was distilled for us a short time ago by the magnolias of the Susquehanna and the great trees that skirt the Orinoco and the Amazon; the great rhododendrons of the Himalayas contributed to it, and the roses and myrtles of Cashmere, the cinnamon tree of Ceylon, and the forest older than the flood in the heart of Africa, far behind the mountains of the moon. The rain

we see descending was thawed for us out of the icebergs that have watched the Polar star for ages, and the lotus lillies have soaked up from the Nile and exhaled as vapor, snows that rested upon the summit of the Alps." The ball that is beneath his feet is to him a mass of moulten stone, having but an egg-shell crust that has been untold ages in forming, and that contains in its different strata the history of all those vast periods of rest that were in turn succeeded by upheval, until the period arrived that made possible the existence of man. Turning now to view more minutely the surface of this ball he sees a wonderful adaptation of part to part and of each part to the whole. The arrangement of oceans and seas, and the balancing of continent by continent, make possible the continuance of the rapid succession of day and night and secure as from the condition of our moon that is compelled to rotate upon her axis in the same time that she revolves around the earth. In the relative positions of continents and oceans he sees a source of supply near at hand for the rain that gives life to vegetation and renders animal existence possible. In each continent he sees an arrangement of mountain system and plain admirably adapted to the present condition of things. Hindostan is indebted to the Himalaya mountains for some of its most marked characteristics of climate and productions. Italy should pay tribute to the Desert of Sahara for her vine and olive and Italian sky. England owes to America all that she is, for without the gulf stream which the coast line and islands of America produce, she would be as barren as the wilds of Labrador. Fill up the narrow strait between Florida and the Bahama Islands, and the British empire would perish from the earth. (I wonder if England is duly grateful for our forbearance in this matter.) Egypt, with her wonderful civilization, was possible only because of the highlands of central Africa. And our own beautiful and fruitful valley of the Mississippi would be unknown but for the gulf of Mexico and our mountain systems.

Tracing the progress of civilization from its starting place in Western Asia, eastward into Hindoostan, southward into Egypt, and westward into Greece, Rome, England, and America, he is able to discover the relation of cause and effect between the climate and productions, and the industries and pursuits of each people. These give rise to international commerce, and thus places that afford facilities for the interchange of commodities become the sites for cities

and towns. He finds that upon geographical location, physical features, climate, occupation, and the history of the race, depend the extent and character of the internal improvements, the character of the people, and the form of government.

Compare the results possible for the teacher having the knowledge here suggested, with those of the one first described. The child in the one case goes out from the presence of his teacher with a mind stored with valuable knowledge, and all aglow with zeal for further research. He has an eye trained to see, an ear quick to hear, and a tongue able to report the beauty and truth in the world about him. In the other case, the child has eyes, but he sees not; ears, but he hears not; a tongue mute to speak of the beautiful and true in the world of sense or the world of thought.

4. The school needs that more attention be given to instruction in behavior. Of the two purposes of the school, the realization of behavior is much the more necessary to the temporal and eternal well-being of the individual. This proposition is in a general way acknowledged to be true by every parent and teacher in the state, and yet three-fourths of the parents and nine-tenths of the teachers do not believe it. That the teachers do not believe it is shown by the small proportion of time and thought spent upon the moral training of the child. The relative value of intellectual and moral power as estimated by the parent, is made manifest by the different feelings aroused by the absence of either. Say to him, your child is not as bright as the average; he learns by great labor and imperfectly, but he is one of the best children in the school, persevering, faithful, and strictly honest and conscientious in every thought and action, and in nine cases out of ten the parent will go away with a sad heart, and look down with pity, not unmingled with contempt, upon his little paragon of moral beauty. But say to him, "Your boy is capable in everything, doing the work of his class with little effort and giving wonderful promise of future intellectual power, but he is dishonest, untruthful, ungenerous and unfaithful to every trust reposed in him," and a feeling of pride and gladness predominates in the parent's heart, shadowed, it is true, by something of regret, but hopeful that these moral deficiencies will be no serious impediment to his advancement in the world. I think you will all acknowledge that the picture is not overdrawn. Peo-

ple everywhere are prone to worship intellect. It is the province of the school to tear down this idol, or rather to set up one more beautiful beside it, "Moral Worth," and to teach the child that intellect is a blessing rather than a curse, only when directed and controlled by this voice of God in the soul.

The public school has to do with moral instruction only so far as the proper and harmonious development of the moral nature of the child, and his relations to society and the state, are concerned. With religious teaching, as usually understood, the public school has nothing to do. It is the province of the public school to produce in every child a good moral character, the chief characteristic of which is loyalty to duty,—*obedience to conscience*; and thus to secure to the state a good citizen, patriotic, honest in office, obedient to law; and to society, a worthy and useful member. This is common ground, upon which men of every creed and of no creed, can stand. Upon such common ground, an institution for the whole people, sustained by the whole people, should rest.

Shall moral instruction be given regularly, or only incidentally?

Regular instruction supposes that right feelings are cultivated, and the will to choose the right strengthened, by repeated and studious contemplation of the principles upon which the moral law is founded, as illustrated in the lives of men, or made manifest by the reason itself: that feeling, as well as thought, may be communicated and retained by the mind, and by proper exercise may become part of the mind itself.

Incidental instruction—by which is meant that the teacher is to wait for some case of discipline, or some violation of moral law, to impress his moral lesson—supposes that the habit of virtue will be formed most easily after some vicious act has been committed; that it will be easier to tell the truth after a falsehood has been told and discovered. It certainly needs no argument to prove the error of such a supposition.

It is my opinion that the principles and rules of right action should be as thoroughly and systematically taught as those of arithmetic, and that the child should be led to apply these principles in determining the rightfulness or wrongfulness of his own conduct, and of the conduct of others; that by an earnest and continued effort by the teacher, during the years of school life,

the child may be so accustomed to act in obedience to his sense of right, that it will become the habit of his future life, and thus he will be removed from the influence of many of the temptations that would otherwise beset him. The earnest teacher will take advantage of every incident that may occur, to make an application of these principles, and he will also see to it that his own actions are governed by them. When the *real character* of the teacher, as it unconsciously manifests itself in word and deed, is a constant illustration of what the pupil should become, but little effort is needed to induce the pupil to love virtue and to practice it.

There are two errors that must be avoided, if regular instruction in morals is to be successful. The one is the fault of making the lesson entirely an intellectual exercise. This side of the subject is very fascinating. There is no school that will not become intensely interested in the discussion of moral questions, provided this discussion is kept within their comprehension. Children will learn to apply the principles and rules of moral law to the affairs of their daily lives, and will find intense enjoyment and satisfaction in the exercise, and yet little or no impression will be made upon them that shall result in better living. There are many grown up children of which the same can be said. The reason for this is, that the moral lesson is made only an exercise in intellectual gymnastics. Only the thought side of the question is touched; whereas, it is the feelings that must be made prominently active in order to produce the effect desired, either upon character or actions.

The other error is to make the moral lesson distinctively religious in its character, undertaking to supplement the special work of the Church and the Sunday School by the moral lesson in the day school. Such instruction must necessarily receive the coloring of the teacher's peculiar religious views, and will invariably cause a feeling of dissatisfaction and opposition on the part of patrons holding different opinions, which will react against the teacher, and make his most honest efforts productive of evil rather than good.

Each of these errors contains a part of the truth that is applicable to public school work. The principles and rules by which actions should be governed, need to be thoroughly taught. Then the *feelings* must be aroused to such an activity that the child

will choose to do what his *judgment* and *feelings* prompt. The means taken to arouse these feelings should be, for the most part, an earnest and studious contemplation of acts of virtue, of resistance to temptation, of self-sacrifice, of heroism, of moral and physical courage, of justice, of mercy, of forgiveness, of fortitude, of forbearance, of generosity, of honor, of obedience, of truthfulness, of candor, of patriotism, of duty to parents, of love to others, of honesty, etc. The child can be easily led from the study of these into a feeling of love and reverence for Him who is the source of all that is true, and beautiful, and good.

Whether these means shall be successful, depends entirely upon the teacher. The cold, unsympathetic, uncandid, unforgiving, untruthful, dishonest, ungenerous teacher, whose daily life in school is a standing illustration of the absence of those qualities that the moral lesson should develop, can no more awaken such a *love* for the right, as will lead to a determination to *do* it, than the listless teacher, ignorant of the branches to be taught, can arouse the intellectual powers to action. *The teacher must feel, and do, and be, all that he would have his pupils feel, and do, and become.* This is essential to the highest success, and the nearer the teacher can achieve this, the more successfully will he teach morals.

WRITTEN EXAMINATIONS.--The colleges and schools of the country have almost entirely abandoned the oral examination. The pen has taken the place of the lips; and its silent utterances are the still small voices that continue to tell the tale of the knowledge or ignorance of the student long after the anxious perspiration has ceased to exude on examination day. There are several advantages in written over the oral. 1st. Every one gets the same questions. The examination of one is the examination of all. 2d. It gives time for the one being examined to reflect and get rid of his embarrassment. 3d. It gives the teacher a fair chance to properly consider every answer, and give the pupil full credit for what he answers, and no more. 4th. It gives a chance for a subsequent review of the whole matter, when the teacher can correct many things in the writing, spelling and diction, which corrections are always apt to be remembered by the student. 5th. It cultivates exactness and true scholarship. 6th. And last, we may mention, it is more satisfactory to both teacher and pupil. It enables both parties to draw conclusions that are not drawn at random. We cannot too highly recommend the written examination. Let it become the custom of the district school teacher to require a written examination, of at least his more advanced pupils, and we will soon see a better progress indicated in these schools than hitherto.

W. B. C., in "Common School Teacher."

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

Twenty-first Anniversary (and twenty-second meeting) of the Indiana State Teachers' Association.

THE FIRST EVENING SESSION.

INDIANAPOLIS, Tuesday, Dec. 28, 1875.

THE Association met in Roberts Park Methodist Episcopal Church, and was called to order at 7.30 o'clock, by the retiring president, W. A. Jones.

Prayer was offered by Rev. J. L. Withrow, of this city.

M. R. Barnard, president Indianapolis School Board, delivered an address of welcome, in which he outlined the teacher's work and the mission of the Association. After extending a hearty welcome, he said:

The importance of your gathering ought to be, and I trust is, understood by the people of the state. To you, more than to any other influence, we are indebted for progress in educational matters. As teachers, unaided, you could not have secured these results; but, in your meetings, you have suggested, discussed, and perfected the various methods, so reasonable and so wise in themselves, as to be readily adopted by trustees and boards of education. The most important part of your work is to develop the minds and mould the characters of the children entrusted to your care. It is, also, your duty to note defects in your methods, apply means of improvement, and, at your annual gatherings, be able to contribute something from the storehouse of your experience. The advanced condition of the educational interests of the state, is an evidence of your faithfulness and efficiency. The commercial, agricultural, and manufacturing interests of the state have kept pace with her educational progress. These interests all hinge upon and cluster around our common school system. Let us be properly represented at the coming Centennial. We believe every true teacher will do his part.

In response to the welcome, the President said:

In retiring from this position, I may be permitted to make a few suggestions. What is this Association? What is its design? What are its privileges and duties? To one of these it may be answered, that it is the purpose of this Association to enroll in its membership the teachers of every form of educational work in the state. Also, all state, city, and county superintendents, and other friends of education. From these we learn the workings of the system. From this phase, a question arises.

Is the educational thought, as here reflected by this Association, broad enough, deep enough, and high enough to comprehend and interpret the condition and necessities out of which the present system of education grows? Does it comprehend the wants of the future, and does the thought of this Association comprehend the relation of this school system to all the spheres of activity which belong to the world? During this Association we shall be able to measure these thoughts against ourselves and the wants of the age.

The speaker then discussed the founding of the school on the idea of rational freedom, and showed that any system of education which does not recognize the fundamental principle, is too small to meet the intellectual necessities of modern life.

Prof. George P. Brown, president elect, was then introduced and delivered his Inaugural Address. (It is published in full in this No. of the JOURNAL.)

At the close of the address the secretary, James A. Young, announced the following appointments, which were confirmed by Association:

Assistant Secretaries—W. P. Pinkham and Miss Lydia Dimon.

Enrolling Secretaries—Cyrus Hodgkin and H. L. Rust.

Railroad Secretary—G. F. Bass.

On motion, a committee of five on resolutions was ordered, the president to announce said committee at the next session of the Association.

On motion, Profs. G. W. Hoss, A. C. Shortridge and W. A. Jones were appointed a committee to draft resolutions appropriate to the memory of Dr. Cyrus Nutt, late president of the State University.

The following resolution, offered by D. E. Hunter, was adopted:

Resolved, That a committee of three be appointed, by the chair, to propose such amendments to the Constitution of this body as may be necessary to provide for a permanent secretary.

The following constitutes the committee provided for by the resolution: D. E. Hunter, J. K. Waltz, J. C. Macpherson.

D. E. Hunter and J. K. Waltz were appointed, by the chair, to act as a means of communication between teachers desiring positions and school officers wishing to secure teachers.

After a statement concerning the preparations for the "Banquet" on Wednesday evening, the Association adjourned till Wednesday, 9 A. M.

WEDNESDAY MORNING SESSION.

DECEMBER 29.

The Association was called to order by the president.

On motion of H. S. McRea, Messrs. Cox, Moore and Page were elected a committee to correct and approve the minutes.

D. W. Thomas, superintendent of Wabash schools, then read an able paper on "Objects and Methods of School Government," (It will appear in a future No. of the JOURNAL.)

Miss Mary A. Bruce, of the State Normal School, next read a paper on "Grammar."

The subject-matter of Grammar, she said, is the construction of the sentence. The construction of the discourse belongs to Rhetoric. Rules of grammar serve only to show what some one has observed. The teacher should have an accurate knowledge of the methods of reasoning, and understand the laws of mental development. The true definition of language is, thought as modified by the faculties of the mind. Each one must construct the sentence for himself. Language lessons, in the common schools, serve to construct a vocabulary and develop thought. These are ends in themselves, and are, also, the means to a higher end. Thought is not a simple thing, but made up of organic parts. The nature and relations of these parts must be the subject of thought by the pupil. To employ a correct method the teacher must himself be master of the subject.

Knowledge is power only to the extent in which it is used. The reason why grammar is a failure, is because language itself is not studied. The work of the mere text-book drillmaster tends to dwarf the mind, and defeat the very ends for which education was intended.

By a vote of the Association, Mr. C. W. Harvey, of Greensburg, who was to open the discussion, read a lengthy paper on the same subject.

He claimed that the results of grammatical instruction are generally unsatisfactory. That the text-books are filled with errors. He then discussed, at some length, what he conceived the graver errors, viz: the wrong use of the verb, the adjective, inflection, etc., and substituted his own ideas instead. Referred to the subjects on which grammarians differ, and argued that the pupil must learn the relation between ideas and their signs, and the relation each bears to the other. The only way to teach the subject intelligently, is to cultivate independent thought.

After a recess of twenty minutes, Rev. O. M. Todd, of Muncie, read an elaborate paper, choosing as his subject, "Reciprocal Duties of Parents and Teachers." We give a synopsis:

All these duties spring out of the family. The duties of the parent are,

1. To furnish the children for the school.
2. To provide and use every appliance for their mental culture. To withhold these is criminal.
3. To guard against evil influences from within and without.

The teacher is not sufficient for these things, but must have the sympathy and co-operation of the parent.

The duties of the teacher are,

1. To be qualified for the work, not with knowledge alone, but with skill to awaken pure thought in the mind of the pupil.
2. To guard well the physical health of the child.
3. To be a model of perfect manners.
4. To possess incorruptible morals. He must teach a system of morals based upon principle, rather than expediency.
5. To develop the reasoning powers of the child. Teach him to observe, compare, infer and deduce.

At the conclusion of the paper, the president announced the following committee on resolutions:

Chairman, W. A. Boles, Shelbyville, John Cooper, Richmond, W. H. Wiley, Terre Haute, A. C. Shortridge and W. A. Bell, Indianapolis.

Prof. Boles moved the appointment of the following committee to take subscriptions for the School Journal: D. W. Thomas, Henry Greenawalt, Miss Mary Hadley and Mrs. M. W. Thompson. It was so ordered. Adjourned.

AFTERNOON SESSION.

Association met promptly at 2 o'clock, president Brown in the chair.

It was moved, by Jesse H. Brown, to omit the discussion on the last paper of the forenoon, and take up the programme for the afternoon. The motion prevailed.

Sup't. J. C. Macpherson, of Wayne county, then read a paper on "The District School." After reviewing the organization of our school system, its struggles for existence and its establishment in the hearts of the people, he said:

The school meeting, as a means of dictating the duty of the teacher, and acting as a court of impeachment, is one of the evils of our system, and must pass away. Confidence in the teacher is increasing. He then gave a long list of evils belonging to the system and suggested remedies.

He urged that the teacher should remain as long as possible in the same school. That term reports, required by law, should show the amount and character of the work done, so that succeeding teachers may resume the work where left off by the predecessor. A principal should be appointed in each township, whose duty it shall be to conduct township institutes, and take the general oversight of the schools in the township, in the absence of the county superintendent.

The paper was discussed by Messrs. J. W. Martin and David Graham, both urging that the country schools should be graded.

Eli T. Brown, of Purdue University, next read a paper on "Drawing in Public Schools." (The paper will be published in the Journal.)

This paper was discussed by a number of gentlemen, most of whom indorsed it.

Joseph Moore, of Earlham College, urged that drawing would make the teacher more skillful.

Prof. Chase, of Louisville, Ky., indorsed the paper, and said his school board refused to introduce drawing in the schools of Louisville, but he believed it would yet be brought about by the "Manufacturers and Mechanics School of Design."

W. A. Bell said that drawing, properly taught, could be made practical to persons in most of the avocations of life. A trouble would arise in finding a place for it, especially in our ungraded schools. When its importance is fully realized, a place will be made for it. We always find time for what we consider of most importance. If wisely introduced and taught, it will serve as a recreation, and pupils will learn just as much of other branches as at present, and drawing in addition.

Prof. Hoss discussed the subject on the idea of æsthetic culture, and offered the following resolution, which prevailed:

Resolved, That we recommend that the trustees introduce drawing in the schools as far as practicable, especially into all cities of five thousand or more inhabitants.

Pres. Jones indorsed the paper, and said that all new countries create a coarser world before they reach art, first the necessities of life then the æsthetic. It will come to us in time, and these are but the premonitory symptoms. When we, as a people, are fully prepared for it, we will have but little trouble to introduce it in our schools.

Miss Mary E. Lyon, of the Laporte high school, next presented a paper on "Poverty of Ideas in High Schools—the Remedy," of which the following is an abstract:

Teachers, in their daily conversation, manifest very little originality of thought. Their conversation, at any meeting, may generally be anticipated. The habits of observation are not cultivated, hence, opinions

are not formed. How can we supplement the present work of education in the schools? Commencement exercises, instead of being specimens of eloquence on abstract subjects, should show the quality of work done in the school course. The old system of composition writing was a failure. Let the work be made easy and pleasant by making it concrete. The reader then gave a number of apt illustrations of her meaning, and presented her method of leading her pupils in this neglected branch of culture.

Instead of the discussion, this paper was followed by another on the same subject by J. B. Roberts, of the Indianapolis high school. He said:

Our thoughts go out in as many directions as there are points in the horizon. Every teacher, with brains and enthusiasm, will have some branch of education on which will be thrown his principal energy. Teachers should secure the broadest possible culture. High school work finds itself penned up by two things—time and lack of culture in the pupil. Experience has established the number of subjects that can be pursued with convenience. Still we find a lack of original investigation among the pupils. The most of the valuable truths which we possess, we discovered for ourselves.

The subject was discussed by G. W. Hufford. After some announcements concerning the Banquet, the Association adj'd.

EVENING SESSION.

Association reassembled at 7 o'clock.

Prof. D. E. Hunter was presented, and entertained the Association for an hour on "History of the Indiana State Teachers' Association," which will appear in full in a future number of the Journal.

The Association then adjourned to meet at the parlors of the Grand Hotel for "Reunion and Banquet."

THURSDAY MORNING SESSION.

The President being absent, the Association was called to order by Prof. A. M. Gow.

Miscellaneous business was postponed, and a paper on "Super-

intendents' Meetings," was presented by E. H. Butler, superintendent of Attica schools.

He discussed our graded system at length, and argued the abridgement of the teacher's freedom by the graded system, when the course of study and the limitations of work, as prescribed by the superintendent, are servilely followed by the grade teacher. Superintendents should inspire in the teacher the love of investigation and free and independent thought. Teachers should not look to the superintendent for specific duties and methods. The intelligent teacher should be made a counselor. A line must be drawn between methods and results in passing judgment on the teacher's work.

The paper was discussed by Professors Campbell, Brown and Moore, all agreeing very nearly with the reader.

Professor J. M. Olcott next presented a "History of Public Schools in Indiana." (The paper will appear in the Journal.)

Hon. J. H. Smart then addressed the Association on the importance of full and fair "Educational Representation at the Centennial."

He referred to our unenviable reputation in the East, and insisted that we could remove the stain from our banner if properly represented. Our school system is not twenty-five years old, and yet we will find ourselves not a step behind New York and Massachusetts, whose public school systems have been in operation more than a hundred years. We have made amazing progress, and should make a good showing to elevate our schools in the eyes of our own people. Teachers will, in ten years, reap a tenfold reward for the time and money spent in making the exhibition. He then gave an outline of the proposed work for the Centennial, by an exhibition of maps, charts, drawings, books, banners, etc., and urged the teachers and friends of education to assist in securing money to defray the expenses.

The subject was discussed by Messrs. Green, Bell, Gow, Wiley and others, all considering the coming Centennial the most important event in the history of our country, and urging that Indiana should be respectably represented in its educational department.

President W. A. Jones offered the following resolutions, which were adopted without discussion:

Resolved, That we heartily approve and commend the efforts of the Centennial Committee on Education to exhibit the growth and advantages of the educational system of Indiana at the Centennial Exhibition at Philadelphia.

That the plan suggested for organizing an excursion for the teachers of the state, to visit said Exposition at reduced rates of fare, meets our approval, and that we will aid in securing a large attendance by this means.

That we will aid in securing an adequate representation of the character of the work done at all our institutions of learning.

That we will use our efforts to raise money for the purpose of carrying out the plan suggested.

Professor A. M. Gow moved the appointment of the following committee to provide a large tent, and other accommodations, for the the teachers of the State who desire to attend the Centennial: Chairman, C. W. Ainsworth, Crown Point; J. H. Madden, Bedford; A. M. Gow, Evansville; J. J. Mills, Indianapolis; J. C. Macpherson, Richmond; H. B. Brown, Valparaiso; P. P. Stultz, Rising Sun; W. H. Wiley, Terre Haute; J. K. Waltz, Logansport.

After appointing a Committee on Nominations, consisting of one from each congressional district, the Association adjourned till 2 o'clock, 2 P. M.

AFTERNOON SESSION.

Teachers assembled at 2 P. M.

The Committee on Amendments to the Constitution reported such amendments as were necessary to provide for a permanent secretary, who shall keep a roll of the membership, and be, *ex officio*, treasurer.

After considerable discussion, and a failure to table the report, the amendments were adopted. (The amended Constitution will be published with the history of the Association.)

O. H. Smith, superintendent of the Rockport schools, then read a paper on "A Plea for the Practical in Common School Education."

He showed, both from his own experience and quotations from the writings of others, that often the pupils are pushed through our schools without any practical ideas of the theories learned. Special courses of instruction will always be taught in special schools, but the public schools should teach more of it than they now do, and endeavor to make the education they give practical.

The subject was discussed by Profs. Bell, R. T. Brown, and Hoshour.

Prof. G. W. Hoss made the following report:

IN MEMORIAM.

WHEREAS, Rev. Cyrus Nutt, LL. D., late president of the Indiana State University, and a prominent member of this Association since its organization, deceased August 23, 1875; and,

WHEREAS, It is fitting that we pause in the presence of this sad event to give utterance to sentiments expressive of our loss and of our appreciation of the departed, therefore

Resolved, That in the death of Dr. Nutt the State has lost an able educator, Christianity an illustrious representative and zealous advocate, and this Association a valuable and honored member.

Resolved, That while mourning his loss we will cherish his memory, and endeavor to imitate his virtues, that when called we may also be ready.

G. W. HOSS,

A. C. SHORTBRIDGE,

W. A. JONES,

Committee.

Dr. Alexander Martin, president of Asbury University, then presented a carefully prepared paper on the reasons why "Teachers should be always acquainted with the Science of Mind."

We give the following abstract:

The teacher should understand this science, because the mind is the material on which his work is to be done. Education is the science of sciences, because it embraces them all. Self-knowledge is the very root and germ of mental philosophy. The mind is a delicate instrument, and the operations upon it form a most responsible duty. The principal object of instruction is to awaken the faculties of the mind, and so direct them that they shall grow equally. The faculty of thought must be developed and the habit of thought formed, if the mind is to soar on its own pinions. Men, now, strive for education, not because it makes men, but because it enables them to make money. So far as man is concerned, it is impossible to conceive anything higher for him than the development of the mental and rational faculties.

At the close of the address, the Committee on Resolutions made an incomplete report, which was discussed and referred to the committee to report at the evening session.

The committee on a form of "Statistics" for the Association, made a report which was also referred, with instructions to lessen the number of items in the report.

The Committee on Nominations for Officers, reported the following:

For President—W. H. Wiley, Terre Haute.

Vice Presidents—Miss Annie E. Lynn, Laporte; Miss Sarah D. Harmon, Elkhart; Mrs. J. G. Holcombe, Richmond; Miss Maggie Cox, Martinsville; E. S. Wellington, New Albany; J. H. Martin, Franklin; W. A. Boles, Shelbyville.

Recording Secretary—John Cooper, Richmond.

Permanent Secretary and ex officio Treasurer—D. E. Hunter, Bloomington.

Executive Committee—J. A. Zeller, Evansville, chairman; J. T. Merrill, Lafayette; J. J. Mills, Indianapolis; J. K. Waltz, Logansport; L. Prugh, Vincennes; J. R. Trissler, Lawrenceburgh; Miss Anna Barbour, Indianapolis.

SUPERINTENDENTS' SECTION.

President—T. J. Charlton, Vincennes.

Secretary—D. D. Blakeman, Delphi.

On motion, the report of the committee was received, and the candidates therein named declared elected.

Association adjourned.

CLOSING SESSION.

The Association met at 7.30 P. M.

On behalf of the Committee on Resolutions, in the absence of the chairman, W. H. Wiley made substantially the same report read in the afternoon, and stated that the committee had not been able to meet and condense the report.

After considerable discussion, the report was referred to J. B. Roberts, A. C. Shortridge and J. H. Smart, as a sub-committee to complete the work. They reported the following:

Having reached the close of the 21st year of our history as an association, and standing upon the eve of the Centennial year of our national birth, we feel that it is meet for us to acknowledge the blessings of the past, and to make high resolves for the future.

We pledge each other a renewed devotion to our profession, and an earnest effort to aid in the solution of the great educational problems of the day.

We heartily indorse the steps which have been taken in some of our larger cities, to make Industrial Art Education a part of the common school course, and we recommend the introduction of this study into the schools generally, to the end that our boys and girls may be better fitted to engage in the practical industries of life.

We commend to the teachers of the state, and to those intending to become teachers, the State Normal School, at Terre Haute, as a school worthy of their confidence and support.

We tender our thanks to the trustees of Roberts Park Church, to the various railroads centering in this city, and to the proprietors of the various hotels, for favors received and for liberal reduction from customary rates; and to the officers of this Association, whose efforts have contributed so much to its success.

Dr. Lemuel Moss, president of the State University, was introduced and gave a lecture on "A Plea for Higher Education." He discussed the subject in a clear and comprehensive manner from the following propositions, viz:

1. The final cause of man's creation, and the end for which he was brought into existence, was his perfection.
2. The comprehensive condition under which the end was to be obtained, was society.
3. Man has three agencies in society under which the end is to be obtained, the family, the school, and the State.

At the conclusion of the lecture, the president read the following telegram from the State Teachers' Association of Ill.:

ROCK ISLAND, ILL., Dec. 30, 1875.

To the State Teachers' Association:

The schoolmasters of Illinois greet those of Indiana. We shall meet you in Philadelphia in the new Seventy-Six.

W. B. POWELL, Pres. S. T. Ass., Ill.

After a half hour spent in reminiscences, the Doxology was sung, and the benediction pronounced by Dr. Moss.

GEORGE P. BROWN Pres't.

JAMES A. YOUNG, Secretary.

KINDERGARTEN TOYS AND HOW TO USE THEM.*

BY HEINRICH HOFFMAN.

FOURTH GIFT.

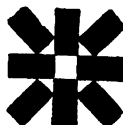
WHILE the cubes present no difficulty even to the youngest child, being of the same size and shape in all their faces, edges, and corners, this Gift shows a marked difference in the proportions of the blocks which the Box contains. We have here eight blocks, in their total of exactly the same bulk as the eight cubes. Two of these blocks can be united so as to equal exactly in size and shape two of the cubes placed side by side; only the division is different. There are two long and broad, two long and narrow, and two short and narrow surfaces to each block. Let the children well comprehend the relation of this Gift to the third; then proceed to the *mathematical* forms. If we call the broad surface a , the long and narrow b , and the butt-end c , we shall be able to give simpler and plainer directions. Two blocks lying side by side on surface a , are equal in breadth to the length of each block. Four blocks lying on surface b , are equal in breadth to the length of each. Two blocks, lying one above the other on a , are equal to the height of one, lying on b . Four blocks, side by side, resting on b , with their broadside towards you, are equal to four, with c towards you: and four, standing side by side on c , are equal in height and width to four lying on a , one above the other. The nature and properties of the materials must be thoroughly understood, before we study their use.

How many squares can you make with the blocks lying on a ? how many when they lie on b , or on c ? How many triangles can you describe with eight blocks? How many of the same kind? See what different kinds of triangles you can find. (This of course for more advanced children, who may also be able to describe a pentagon, hexagon, heptagon, and octagon; but, as a rule, this may be considered the proper province of the Sixth Gift.) Without going deeply into grammar, the adjectives may be noted also—as high, long, short, thick, broad, narrow, wide, etc.; and

* Taken from the publication of E. Steiger, New York

may be practically illustrated. Many useful and interesting lessons in forms and numbers may be added, especially in combination with the Third Gift.

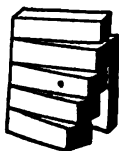
For the second series—the *artistic forms*—this Gift offers many new and interesting features. The same course, as indicated with the cubes, may be adopted, and, moreover, varied by placing the blocks on *a*, *b*, or *c*. Thus the star allows of three variations. The starting form, from which figures may be developed by gradual movements and alterations, as described in



the Third Gift, is thus



But, with the greatest delight, children hail this Gift, in building objects of every-day life. They make an interesting discovery when they place their blocks in a line on *c*, facing *b*, about one cube's distance one from another. A line of soldiers! A slight touch of the first or eighth, so that it falls on its neighbor, and the whole line falls, one after another. What a rich field for imagination! What a variety of forms this box admits of! Sofas, benches, tables, stairs, houses, windows, etc. Of stairs, the geometrical or winding staircase is very pretty. Place one block on *a*, the second overhangs it slightly, covering all but a narrow, triangular strip, the third the same, but all touch in one corner; the fifth is supported by one block, standing on *c*, and the others will be secure and firm enough, provided they do not much overhang.



Bedstead, *Child* and *Nurse*, also give much pleasure: one block on *a*, is bordered on all sides by four on *b*; partly resting on the edge of the top-board, as on a pillow, partly in the *bedstead*; a sixth block on *a*, represents the child; the seventh is placed on it as a blanket, leaving the head free; and by the side stands another as nurse.

See my bedstead, strong and deep,
 Baby now will go to sleep;
 Nurse watches with loving eye,
 Sings a pretty lullaby.
 Delightful is the bed at night,
 When one has done what's good and right.

A Seat with Footstool.—Two blocks on *a*, one on the other, three blocks *c* standing behind them; and in right angles to these, to the right and left side, two others; the last *a* serving as footstool.

A Throne.—Two flat, on one another, upon them, right and left, one standing; two others, right and left, stand against the but-ends of the seat; in the middle of the back two blocks stand, on one another, on *c*, to form a high back.

Garden House, with Open Doors.—Two blocks *c* stand in the back, two others, right and left, at right angles, two lie flat on the top, two stand like doors ajar at either side.

A Table.—Form a square of two blocks *a*, in the middle of it place another of two blocks *c*, on the top of these place two squares, one on the other on *a*, with their joints crossing:



A Mining Shaft.—Within a square circumscribed by four blocks *b*, place another standing on *c*, and joined in the same manner.



A Deep Shaft.—On the top of the one just described as standing within the square, place another block, exactly the same, care being taken that the joints do not coincide.

Two Windows.—To both ends of one block *a*, place another on *c*, and a third *c* on its middle; across each end-post put one on *a*, touching the center pole; on the top of all, two blocks *a*, joining at *c*.

THOUGHTS.—Happiness is having what one likes; contentment is liking what one has; but contentment is only the pale ghost of happiness.

A man's possessions are just as large as his own soul. If his title-deeds cover more, the surplus acres own him, not he the acres.

The roses of pleasure seldom last long enough to adorn the brow of him who plucks them, and they are the only roses which do not retain their sweetness after they have lost their beauty.—*Plain.*

OFFICIAL DEPARTMENT.

EXTRACTS FROM RECENT OPINIONS OF THE STATE SUPERINTENDENT.

1. I am of opinion that Boards of County Commissioners have the power to furnish county superintendents with such stationery and office room as may be necessary for the discharge of their official duties.

This is substantially the opinion of the Attorney General.

2. You (a teacher) ought, in justice, to receive pay for national holidays, but whether you can collect it by law or not will be determined by the nature of your contract.

3. A graded school, as it is understood by teachers, is one that has been divided into departments and has two or more teachers.

I think the patrons of a school have no immediate control over the trustee in respect to the wages that he pays his teachers.

4. Teachers in incorporated towns are not required by law to attend township institutes.

Township trustees are liable for paying out any school money contrary to law.

The county superintendent, or any person aggrieved, may commence suit against a trustee for violation of the law.

5. The money derived from licenses issued by local authorities does not go into the school revenue. The money derived from licenses issued by county commissioners does go into the school revenue.

6. The law requires that a teacher should be possessed of a valid license at the beginning of every term for which such teacher is employed.

7. If the trustees of an incorporated town desire to build a new school house, the following procedure can be taken, viz:

(a) Levy a tax in accordance with section 12 of the school law, page 6, and wait until the proceeds thereof accumulate to such an extent that the building can be paid for.

(b) Build a house on credit and issue warrants on the school treasury for the payment thereof.

(c) Contract a debt for the new house and ask the town board to issue bonds for the payment of the debt, in accordance with the act approved March 8, 1873, and amended March 11, 1875.

8. I am of opinion that if a board of town trustees should fail to appoint three school trustees at their first regular meeting in June, they could legally appoint said board of school trustees at an adjourned meeting, or at a subsequent regular meeting.

This opinion is based upon a decision of the Supreme Court, and upon an opinion of the Attorney General.

9. If any of the children of a district voluntary assemble at a school house on Sunday, and the trustee permits the school house to be used for such purpose, I do not know of any provision of the school law that would prevent. I do not think, however, that children can be compelled to assemble at a school house on Sunday.

10. The title to school property should vest in the town or city for which it is acquired. See section 157, School Law.

The school trustees are the proper parties to sell unused school houses. See last clause of a Supreme Court decision, page 96 of school law, edition of 1878.

11. The school board of a town or city has the undoubted right to discharge a teacher for incompetency. The teacher can, of course, appeal to the courts to sustain a claim of violation of contract, on the part of the school board. It would then become a question for the court to determine.

12. No trustee is justified in paying out the common school revenue for tuition either primarily or secondarily to any person who is not regularly licensed to teach.

13. The school house is, by law, placed under the charge of the trustee and not of the teacher, except for the time being. I think the trustee can therefore permit the use of the house in the evening for reasonable purposes. The trustee should make such contracts with the parties so using the house as will protect the property and leave the school house in reasonable order for the school during the day.

14. Township trustees should be paid for services as school trustees out of the township fund, and not out of the school revenues.

JAS. H. SMART,
Sup't. Public Instruction.

EDITORIAL

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. C. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

New subscribers should add ten cents to the subscription price of the Journal, to prepay postage, as the new law requires. If sent with the subscription it will save trouble and expense.

THIS NUMBER.

We give much of our space this month to State Association matters. Mr. Brown's address contains many good points, and will well repay any one who will read it carefully through. There is room for difference of opinion on at least one point that he makes, but the paper is none the less valuable for that.

The Minutes of the Association will be found more profitable reading than "proceedings" usually are. The secretary has omitted much of the business routine, and given instead the main points in the various papers and speeches. From this some of the secretaries of county institutes might take a suggestion. We have noticed that in many instances minutes consist entirely of statements of what was done without giving a single idea that was brought out in any of the exercises. We look upon such minutes as wholly worthless. All that they contain can be expressed in the single sentence, The programme for the day was carried out. We hope these minutes will be read, and if read they can but be profitable.

The articles on Kindergartens are continued. We are glad to learn that these articles are being carefully read, especially by primary teachers. While the things and processes described there cannot be introduced bodily into our common schools, many of the *ideas* can be, and no thoughtful teacher can study Kindergarten work without being thereby better prepared to do her ordinary school duties.

The Official in this number gives concisely a large number of valuable suggestions and decisions which both teachers and trustees should read.

CENTENNIAL.

It is the pride of the JOURNAL that it has earnestly advocated and has had a great influence in bringing about the many educational reforms that have from time to time taken place in this state. It is proud of the share it has had in elevating the schools in fact, and in the estimation of the people. It feels that when it is making known the merits of the schools and the school system, it is doing a service not only to the teachers of the state, but to the people and the state itself.

This view, which is certainly correct, justifies the JOURNAL in devoting much time to the Centennial work, and in urging teachers to do the same. Never before was there so grand an opportunity for teachers to place before the people the meritorious work of the schools. Not only is the Centennial excitement bringing into notice the work done in schools, but the actions of political parties (whether wise or otherwise) are giving such prominence to the public school system as it never before has had, and it depends largely upon the teachers as to whether the schools shall not only bear this inspection without damage, but come out of the trial stronger and more firmly rooted than ever before.

Teachers who are not now willing to put forth some extra exertion to raise our schools in the estimation of the people of our own state and of other states, certainly stand in their own light and lack the energy and patriotic feeling so essential in the character of those whose work it is to direct the thought, and mould the character of the rising generation.

Indiana has a grand opportunity now to redeem itself from the stigma of being the most illiterate of the northern states, and to place itself along side the most intelligent of them, where its progress within the last decade gives it a right to stand. Shame upon it if it fails to improve this opportunity. Teachers are most responsible for this showing, and will suffer most if it is not creditably made.

We are sorry to know that in many of the counties nothing at all is being done, so far as the committee can hear, either in the way of providing products for exhibition or raising money. We know that a great many teachers who have as yet done nothing, are *intending* to do their

part. Allow us to suggest to such that the time is now short in which to act, and that the committee must know very soon what to depend upon. Not *half* enough money has as yet been received, and without money ignominious failure is inevitable.

Let every teacher feel personally bound to do something, and if he cannot furnish school work which he is willing to have exhibited at Philadelphia, let him say, "I can't help you to make the display, but I can help you to do that which is equally essential; I can contribute something toward paying for it." This is the proper spirit, and the one that should animate every teacher.

WHO IS TO MAKE THE SHOW?

The idea has become prevalent, in some quarters, that as the work done in cities is likely to be better than it is possible to produce in the country and in smaller places, the committee will rule out all this country work, and send to Philadelphia only that which is actually best. I am authorized to say that this is not the policy of the committee. The intention is to have every county and every locality represented just as far as possible. If a country school sends in work that does not happen to be as good as some of the work done in one of the large cities, and is at all creditable, it will be given the preference, though a part of the city work is excluded. If the work will not compare favorably with other similar work, the person sending it would of course be the last person that would wish it exhibited.

HOW IS THE MONEY TO BE EXPENDED?

The question frequently arises as to how all this money is to be expended? It is impossible to give in detail all the items of expense, but the following will indicate some of the things to be done: Binding a large number of volumes, as indicated in printed circular; painting graphic charts of various sizes and kinds; furnishing show cases, counters, condensed apparatus, so as to show a great deal in a small space; decorating and putting in proper condition the space allotted to Indiana, so that it shall compare favorably with what other states do; packing and shipping material to and from Philadelphia, putting it in order and keeping it in order from day to day. These, and many other things, will take money.

WHO CONTROLS THE MONEY AND IS ANY OF IT LIKELY TO BE MISAPPROPRIATE?

There is a State Centennial Committee, composed of one person from each congressional district, who have general charge of the State exhibit. These men were selected for their known integrity and high standing in the community, and no one who knows them doubts their strict honesty or the disinterested motives which prompt them to sacrifice time and money to carry on this work. Lieutenant Governor Sexton is chairman, Hon. J. M. Ridenour, President of the Central Bank, Indianapolis, is

treasurer, and Prof. Alex. M. Gow is secretary. These men control all moneys.

The Educational Committee composed of men, so far as we know, of unimpeached and unimpeachable characters, lest some persons not acquainted with them should suspect that they might use a part of the money to their own advantage, have taken the precaution to put it out of their power to misappropriate it. They have arranged with the general committee to handle all the money, so that the Educational Committee handles not a dollar. All moneys are sent to Mr. Ridenour, and he pays all bills. The committee made this arrangement that they might be placed beyond the sphere of suspicion. Teachers may rest assured that every dollar spent in the educational department will be accounted for.

ISN'T IT MEAN?

Is it not mean for persons not willing to do anything themselves, to stand aloof and criticise others who are trying to do something? And yet, persons can be found in every community who do just this thing. It matters not what the proposed enterprise may be, unless it is something that directly benefits them, they not only refuse to contribute anything to it, but they manage to pick some flaw, or insinuate some ulterior motive on the part of the friends of the movement, and make this a cloak with which to cover their own niggardliness. Now and then we hear of a person who refuses to do anything for the Centennial, and excuses himself by finding fault in some way. The probability is that were the changes made according to the dictation of those persons, they would still find fault with something else, and the better plan is to go straight forward and ignore their growling. If they do not intend to help the enterprise, those who are interested in its success will be obliged to them if they will simply keep their mouths shut.

STATE SUPERINTENDENCY.

It seems to be settled that whenever the Democrats hold their convention Mr. Smart, the present incumbent, will be renominated for State Superintendent of Public Instruction.

This is as it should be. On the 22d of this month the Republicans will hold their convention, and it is a matter of not a little interest as to whom they shall nominate as superintendent. To fill this office well is not an easy matter, and only first class men should be placed in it. The importance and the responsibility of the office are increasing every year, and the highest interest of the state absolutely requires the best of talent in this position.

We have no new names to mention in this connection, as we know of no announced candidates, and it is not our province to advocate the claims

of any particular person for the place. We simply say that the place demands a first class man, and that the teachers will support no other kind.

As it is doubtful which political party will carry the State at the next election, it is of the utmost importance that each party shall nominate a good man, so that the school interests shall not suffer, whatever may be the result. Teachers are specially interested in this matter, and can do much by *posting* their delegates before they start to the state convention.

THE late State Teachers' Association was one of the most pleasant and most profitable ever held. The attendance was quite large, reaching something more than five hundred teachers, exclusive of visitors of whom there were many. It is to be regretted that all teachers did not leave their names and addresses.

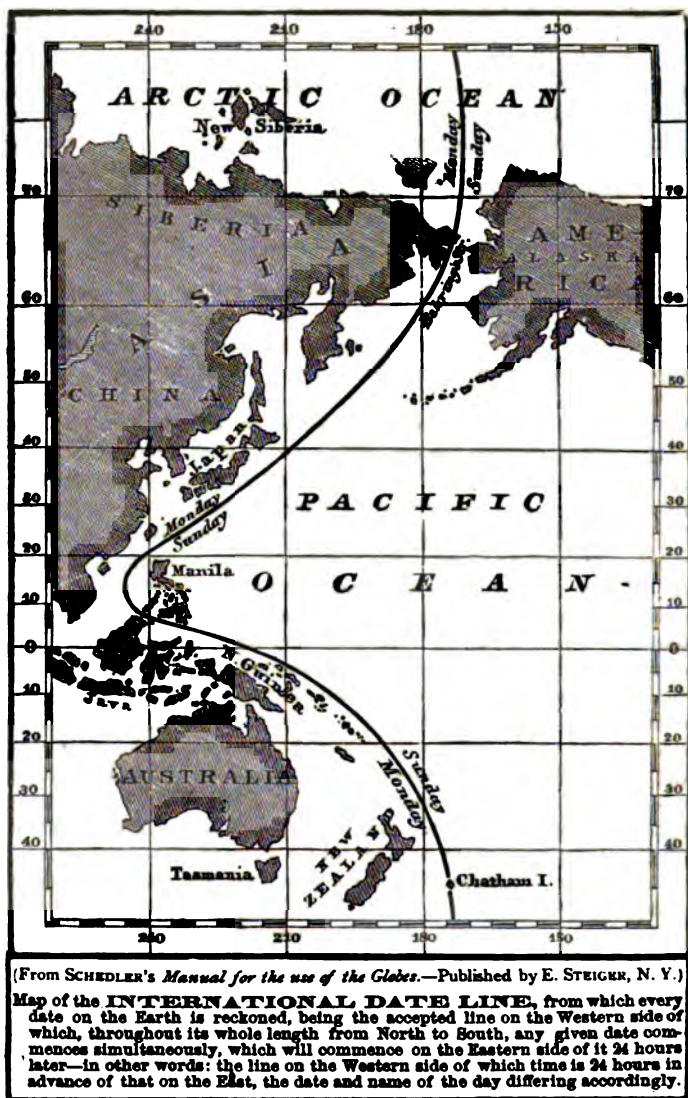
It being the 22d meeting of the Association, and, consequently, its 21st anniversary, the meeting was made a sort of Centennial. The reminiscences recalled by several of the papers and speeches were of interest to all, and particularly enjoyed by the older members.

The Banquet on Wednesday evening, at the Grand Hotel, was largely attended. Everything about it was a success except the supper and the toasts. The proprietor failed inexcusably to provide sufficient food. He totally misjudged the capacity of teachers to eat. Only about 200 could be seated at once. The first table fared very well—no complaint. The second table cleaned out several of the staples, and called in vain for more. The third table, after waiting till after one o'clock, picked up the crumbs.

Owing to the crowd and the lateness of the hour when the supper concluded, most of the toasts were necessarily omitted. Could all have been seated at once, and the programme carried out as arranged, everybody would have enjoyed it. The committee, who had the matter in hand, is not to blame in any way except for working up so big a thing.

On the whole, the Association was a good one, and was generally so regarded.

In a few localities there has been complaint about the irregularity with which the Journal is received. We find that in some instances the trouble is with us, and in other cases it lies some place else. Occasionally letters sent do not reach us. If teachers will heed our standing request, and inform us at once, if their Journals do not reach them by the 15th of the month, much of the trouble could be easily corrected. These misdeeds are exceedingly annoying to us, and we do all in our power to prevent and correct them. We would rather send a teacher two Journals gratis than to cheat him out of one he is entitled to.



THE INTERNATIONAL DATE LINE.

The above map (for which we are indebted to the Kindergarten and German book publisher, E. Steiger, of N. Y.) is one that will doubtless interest most readers of the Journal. It is well known that in circum-

navigating the earth from east to west one day is lost, while going in the other direction one day is gained. This conundrum is frequently propounded at teachers' institutes: "Suppose at 12 o'clock to-day (*Monday*) you should start west and travel just as fast as the earth revolves, so that you shall be continuously directly under the sun; of course you will return to the point from which you started to-morrow (*Tuesday*) noon. To you it will be noon all the time. Query—At what point in your journey will the people cease to say it is Monday noon and say that it is Tuesday noon?" The heavy curved line on the map indicates the answer. We understand that, in practice, navigators usually change the date at the 180th meridian from Greenwich.

PURDUE UNIVERSITY.

Purdue University, as we are informed, is moving on without friction, this year. Since the withdrawal of president Shortridge, J. S. Hougham, the senior Professor, has charge. The attendance is not what might be expected at an institution of this character. The enrollment for the fall term was less than sixty, and for the winter term, fifty-two. Could a good man be put at the head of affairs here, and be allowed to manage the school according to the most approved methods, both as to instruction and discipline, we can see no reason why the attendance should not reach five hundred in less than two years. Last month we announced that Hon. E. E. White, of Ohio, had been tendered the presidency of the institution; this was incorrect. He has not been offered the place, but doubtless will be if he will consent to accept it. Mr. White is an excellent man, very popular in this state, and, in our opinion, the Board could not make a better choice. We fear very much, however, that he cannot be induced to accept the place, as we are informed he has refused several similar offers lately with \$4,000 salaries.

The trustees cannot do a better thing than to elect to the position Prof. A. M. Gow, of Evansville. Mr. Gow has for years been recognized as one of the leading educational men of the state. His experience as city superintendent, as member of the State Board of Education, as instructor in teachers' institutes, and as a member of the Examining Board for the State University, makes him thoroughly acquainted with our school system from bottom to top, and specially fits him to be at the head of an institution like this. No man can make Purdue what it ought to be, and what it may become, unless he be in hearty sympathy with the common schools and common-school teachers.

Besides being a college graduate and having the above named experiences, Mr. Gow has tastes that would incline him to take special pride in such work as Purdue is expected to do.

We do not know that Mr. Gow could be induced to accept the place, with its surroundings, but certainly no man in the state is better qualified to fill it.

MISCELLANY.

THE TEACHERS' EXCURSION TO PHILADELPHIA.—The committee appointed at the recent meeting of the State Teachers' Association for the purpose of arranging for a series of excursions to the Centennial Exposition, at such reduction in transportation and hotel rates as to place attendance within the reach of every teacher, have made sufficient investigation to warrant them in saying that lodging, breakfast and supper, at a hotel, for ten days, together with the railroad fare for the round trip from Indianapolis, for our excursionists, will cost not more than forty-two dollars. The noon meal, if desired, will be an extra expense, and can be procured within the Centennial grounds. For same fare and five days at hotel, thirty-two dollars. The tent project has been abandoned.

All teachers and students desiring to join any of these excursions—which will start at stated times between May and October—will at once forward two dollars, with their names and addresses, to J. J. Mills, Ass't. Superintendent City Schools, Indianapolis, and receive from him a certificate entitling them to excursion rates. Money must be sent in registered letters, post office orders, or drafts. This money is a guaranty of good intention, and is to be used in payment for printing, stationery, postage, and the labor necessary to carry out this plan, and it will be deducted from the above estimated expenses of the trip, on presentation of said certificate. The arrangement and management of these excursions have been entrusted to C. W. Ainsworth, Plainfield, Ind., and J. H. Madden, Superintendent Public Schools, Bedford, Ind.

Another circular will be issued about the middle of March, to those who have signified their intention of going, containing full information as to times and places of starting, routes, etc.

Correspondence (except orders for certificates, as above described,) should be addressed to the secretary, J. H. Madden, Bedford.

EDITORIAL EXCURSION.—On the invitation of the Pennsylvania Central Railroad, about 270 Indiana editors, or those representing papers, visited Philadelphia, New York and Washington. The managers of the road treated the editors magnificently, and returned them in good condition—a special train the entire route. This road is the most direct from Indiana to Philadelphia, and will doubtlessly be liberally patronized during the coming summer.

NORTH WESTERN NORMAL SCHOOL.—In our notice of this institution last month, we gave the number of students enrolled for the current term as 491 instead of 941. Changing the position of the first two figures makes quite a difference.

CARELESS CORRESPONDENTS.—Teachers should be more careful in their correspondence. Their own names and address especially should be written very distinctly. Teachers often forget to give the post office from which they write, and frequently they forget to sign their names. We have now an order for the Journal and the price, but no name. Another person says send me a specimen copy of Journal, but sends no address. Another says, stop my Journal—no address, etc.

FULTON COUNTY.—Superintendent Myers reports, through the "Post," that most of the schools in Fulton county are in good working order. The chief trouble seems to be the want of proper grading and a course of study. His restrictions on those persons who attend public meetings in school houses and void tobacco spit on the floor, are timely.

HENDRICKS COUNTY.—Superintendent J. A. C. Dobson proposes to visit schools more days than the law allows, whether he gets anything for it or not. The schools, generally, are in good condition. Those at Clayton and Brownsburg are specially mentioned.

HOWARD COUNTY.—"Schools are prosperous." Most of the township institutes doing well. Some trustees not doing the educational part of their work satisfactorily.

THE STATE UNIVERSITY.—A Bloomington correspondent of the Indianapolis Sentinel, in speaking of the Saturday morning exercises in the University, says: "The new president has instituted a series of lectures. These lectures are delivered by members of the faculty in regular order, and are limited to fifteen minutes in their delivery. This sensible limitation has in every case resulted in trotting out something well worth hearing. The professors have a week in which to prepare, and the consequence is a short, trite, pithy, condensed performance."

ITEMS from the January apportionment of school revenue, made by the superintendent:

Total amount apportioned, \$849,104.88. Balance in treasury, \$4,744.28. Marion county paid into the general treasury \$70,637.88, and drew out \$36,445.50. Dubois county put in \$1,479.79, and drew out \$7,144.20.

ONE hundred dollars has been deducted from the amount of school revenue apportioned to Decatur county, because the auditor did not make his report when the law requires.

THE Superintendent has made his report to the Governor. It contains several valuable items which we shall notice next month.

AN Attica teacher received the following excuse for absence. It is a rare specimen. It is given *verbatim, et literatim, et spellatim, et capital-istim, et constructatim*.

You will understand that it is an excuse for absence. It reads thus: "he Kould Kom in Scoll but he was a litle to Slow a Kould not ritch the Scoll House in thime for Scoll."

Yours,

THE CENTENNIAL.

To the Teachers and School Officers of Indiana:

The Centennial year has come and has been entered upon under most auspicious circumstances. Within this year America will celebrate the centennial of her independence by an exhibit before the world, and in competition with all the nations. The influences which have been exerted in behalf of republican institutions within our first century, will be greatly augmented and extended if our people shall fully appreciate their responsibility and perform their full duty. The time for the exhibition is close at hand and the preparations but just commenced. In this regard other nations to-day have much the advantage. The goods are all duly entered in the respective countries, and are on the way here from many of them. These nations have made liberal appropriations, Japan leading the list with \$600,000, and some of them ordering the exhibit without limit to the expense. The United States is very far behind. Our own State is conspicuously in the back ground, although acting now with somewhat greater energy than hitherto. We are meeting a condition of public sentiment, not of positive opposition but of indifference, which is, practically, almost as serious, and this must be overcome at once. It is at last dawning upon the more thoughtful minds that there is a very great responsibility resting upon us as Americans. Our invitations have been accepted by other nations in good faith, and we shall be disgraced if we make only a mediocre exhibit. The few comprehend this now; all will comprehend it in a few brief months. Unfortunately there remains but thirty days in which a change of public sentiment can be effected and leave time to gain admission with our exhibit. It is for this reason that I appeal to you as leaders of public thought, comprehending that the educational work, under the energetic supervision of the State Superintendent, is in a more forward state than that in any other department, and therefore believing that you are duly recognizing the importance of the work before us, I ask you to set every agency at work which will stimulate, and at the same time direct, thought in the right direction. While accomplishing this as the chief end, it is also necessary that there shall be money provided, and liberally. Not extravagantly, for the \$50,000 asked is less than three cents per capita for our population, but to an amount commensurate to the maintenance of the honor and dignity of our great State. Unfortunately our legislators were shortsighted and appropriated but the mere pittance of \$5,000, but if we can act promptly and make amends by individual effort, we shall have indirectly gained much from the discussion of the subject and by becoming better acquainted with our own wonderful resources. You have been asked to raise \$25,000 through the schools. There are more than 100 towns in the State capable of raising easily \$100 each; some of the smaller ones have already raised three or four times that amount. There are as many more that can raise \$50 each, and this would leave for over 9,000 district schools

but a little over a dollar a piece. It is probable that there are some schools which will do nothing, and others must therefore do more than a fair share. It is no waste of time to devote an hour in each for a few days to preparations for some kind of patriotic exhibition. It is as much your duty to inculcate the lessons of patriotism in the child's mind as arithmetic or the geography lesson, and never can it be done to better advantage than now—indeed you can benefit both scholar and parent at this time. As a parent I would say, that the teacher who fails to give his or her scholars an opportunity to actively participate in this great celebration—such a one as will never again occur in our lifetime—is unworthy to be trusted with the education of American youth.

Will you not consider this well and act while there is yet time? You are not called upon to do all; other agencies are earnestly employed. It will be a source of great pride to all our scholars; it will raise our schools in the estimation of the outside world if they shall accomplish the task assigned. If you perform your duty they will fully accomplish it. I have said nothing of the immense value to the State of the proposed exhibition, nor do I need to here.

CHARLES W. GREENE, State Centennial Agent.

SPECIAL NOTICE.

*To all persons preparing material for the
Educational Exhibit at Philadelphia:*

Will you please send us, at once, a definite description of the material which you propose to exhibit. We desire a precise statement of the number, size, and shape of the articles you expect to send.

In order to insure the exhibition of the articles, this statement must be sent to us on or before February 15.

All articles should be sent as soon as ready; nothing will be received after the 8th of March.

Everything must be securely packed, and freight charges prepaid to Indianapolis. Direct to J. H. Smart, State Sup't.

Ed. Com. for Centennial.

JANUARY 20, 1876.

CENTENNIAL, ALCOHOL, ASSOCIATION RESOLUTIONS, ETC.

As a means of raising money for the Centennial, exhibitions will, as a matter of course, be more or less employed. As a means to make these more efficient, and, at the same time, promotive of good, I suggest temperance dialogues and dramas. As a means to this last, I suggest the pamphlet publications, by the National Temperance Publishing House,

New York. These are very cheap and the sentiments good, such as I think the most fastidious will not object to.

As guidance, I will name a few of these publications, with prices, single and by dozen: Trial of Judas Woemaker, Power of Woman's Influence, Saved at Last, Aunt Dinah's Pledge; price 15 cts. each, \$1.50 per. doz. Reclaimed, or Danger of Moderate Drinking, Marry no Man if he drinks, Wine as a Medicine, The Stumbling Block; price 10 cents, \$1 per dozen.

These make performances from one and a half to two hours in length; requiring from six to ten, possibly, in some cases, sixteen performers. I believe in most communities these will be more popular than any other performances which are as *simple*. I regret to be compelled to believe there are communities in which these would be objectionable. The teacher, of course, can usually decide this after studying his community and the dialogue.

ALCOHOL.

At the recent session of the State Teachers' Association, we unanimously passed the following:

Resolved, That we recommend that such instruction and experiments be introduced into our schools as shall show the nature of Alcohol and its dire effects on the human system.

It is not my purpose to stop to commend the wisdom of this resolution, and the good to result from it, if faithfully carried out. 'Tis enough to say, "Train up a child in the way he should go, and when he is old he will not depart from it;" or, what we want to appear in the life of the nation, we must put into the schools. No teacher lives who does not want temperance in the nation; then put temperance principles into the schools. But how? That is the objective point of the second branch of this article.

1. And simplest for young pupils (6 to 12 years), secure from the house named above, the "Catechism on Alcohol," a pamphlet of 36 pages, costing, one copy, 10 cents; per dozen, \$1. This little publication is remarkable for its simplicity and directness. I give an example or two:

"Ques. How does it (alcohol) affect the heart?" "Ans. The action of the heart is hurried and (thus) deranged by the effort to get rid of the poison." "Q. How does it affect the liver?" "A. The liver is overworked in trying to cleanse the blood, and this brings on liver complaint." "Q. Why do people grow fat that drink ale, porter, and beer? A. Because the alcohol puts so much impurity into the blood that it cannot all be worked off, and so it is tucked away in the corners as dead matter or fat."

Children will understand and remember these.

2. Another pamphlet of 86 pages, called "Temperance Catechism," giving more general instruction, is both interesting and valuable. Cost, 60 cents per dozen.

3. Books for teachers. This same house publishes several valuable

volumes for adults. Among these I would name: The Basis of the Temperance Reform, \$1. Text Book of Temperance, Dr. Lees, of England, \$1.60. Alcohol; its Nature and Effects, Dr. Charles A. Storer, 90 cts. Our Wasted Resources, Dr. Wm. Hargreaves, \$1.25. This latter does not treat so much of the physiologic effects of alcohol as of its social, commercial, and political effects.

Permit me to say, in conclusion, that I sincerely hope the resolution presented above, is to be no barren formula in the teacher's hands. God holds the teacher responsible to do his whole duty, and I do not believe that whole duty can be done, and wholly neglect this subject.

This paper and this allusion to this house, have come solely of my interest in the proper instruction of the young concerning "the nature and dire effects of alcohol." 'Tis hoped teachers will thoughtfully consider this matter.

Any wishing to address this house should direct to J. N. Stearns
58 Reade street, New York. GEO. W. HOSS.

STATE CONVENTION OF COUNTY SUPERINTENDENTS,
TO BE HELD MAY 17 AND 18.

How to organize the educational forces of the State, so as to secure more economical, efficient, and systematic institute work. W. A. Jones, President State Normal School.

How can the Superintendent accomplish the most good at official visits. John Carney, of Jennings county.

How can we use teachers' monthly reports, and what should they contain. L. P. Harlan, of Marion.

How to organize and conduct township teachers' institutes. J. C. Macpherson, of Wayne.

What has been done, and what can be done, toward grading the country schools. David Moury, of Elkhart.

What is the legitimate work of the County Board of Education. E. C. Siler, of Parke.

How to convince the people that county supervision is essential to the highest success of the country schools. Macy Good, of Wabash.

Miscellaneous and general suggestions by the Superintendent of Public Instruction.

All the persons assigned to duty have not yet been heard from, but it is hoped that each will do the work assigned him. If it is found necessary to make any change in this programme, due notice will be given.

J. A. C. DOBSON,
J. M. WALLACE,
L. P. HARLAN,
Committee,

VINCENNES.—Under the supervision of T. J. Charlton, the Vincennes public schools are rapidly approaching the highest standard of excellence and efficiency. The number of pupils in regular attendance is largely in excess of former years; the attendance is more constant, and the grading clearly indicates that the superintendent understands his business. Of the inside working of this school, we desire specially to commend the language culture, the correct method of teaching orthography, and the uniformly good results in penmanship. The Vincennes high school is well up.

COLUMBUS.—With Andrew J. Graham at the helm, is doing most excellent service, through her public schools, for the children and youth. The senior class in the high school numbers sixteen. They are all good looking young ladies and gentlemen, apparently well matured for western high school pupils. In the older states the high school scholars are much more matured than in the western states—they remain in school longer, manifestly to their advantage. In the western states there are too many children in the high schools—too much haste to get through. The best educational process is a slow one. Give the children plenty of time.

FRANKLIN.—Like Columbus, Franklin has enjoyed the benefits of good schools for several years. Both these cities are provided with most excellent school facilities. Their school buildings are large, commodious, well furnished, and the superintendents take care of them. Superintendent Martin brings to bear upon the Franklin schools all the advantages of ripe experience, earnest and devoted attention, and, what is perhaps of even more importance, he has one of the best selected corps of teachers in the State.

Good teachers are essential to good schools, and we take this occasion to remark that while only a few years ago really good teachers were the exception in most of our town schools, now the order is being reversed—poor teachers are becoming the exception.

The trustees of the city schools have recently purchased the revised edition of the American Cyclopaedia of Mr. Peck, agent for southern Indiana, for the benefit of the high school.

The following items appear in the monthly report, ending Dec. 24: Enrollment, 668; no. belonging, 578; per cent. of daily attendance, 95.8; cases of tardiness, 15; neither absent nor tardy, 848; no. of visits, 183. Three of the grades, with an average enrollment of 75, had not a single case of tardiness. J. H. Martin is sup't.

OSSIAN.—The school at Ossian prospers under the management of B. F. Johnson. Number enrolled for December, 180; per cent. of attendance, 92.

ELKHART.—The Elkhart schools are reported "in an unusually prosperous condition." The high school library, just opened, is a valuable acquisition. A. M. Barnett is superintendent.

JEFFERSONVILLE.—A comparative statement for the months of Nov. and Dec., of 1874 and 1875, shows the schools in an improved condition. The showing is very creditable. A regular teachers' institute is sustained. We made a mistake last month. No salaries have been reduced. The superintendent, who gave all his time to supervision, was dispensed with and his duties devolved upon Mr. E. S. Hopkins. Mr. H. has simply had his labors and responsibilities increased, while his salary remains the same.

WABASH.—Report of the Wabash public schools for the term (14 weeks) ending Dec. 24, 1875. Whole no. enrolled, 650; average no. belonging, 597; average daily attendance, 575.8; neither tardy nor absent, 203; no. of cases of tardiness, 28. Per cent. of daily attendance, based upon the average belonging, 96.5; based upon enrollment, 88.5. These per cents. we believe to be strictly accurate, and indicate a healthy condition of the school. D. W. Thomas is superintendent.

SPICELAND.—The *Reporter* reports the first week of the Centennial year as having literally overrun Spiceland with students. We are very glad to know of the increasing success and usefulness of Spiceland Academy. It is one of the best schools in the State, and deserves all its popularity.—*Newcastle Mercury*.

FOSTORIA, O.—It seems that the normal school has not been removed from Fostoria, as heretofore stated. J. R. Frazier sold it out to Mr. Lehr, of the Ida normal, and made an attempt to remove it, but it would not go. This upon the authority of one who stands by the old colors.

CHARLESTOWN.—The schools at Charlestown, under the care of ex-superintendent A. C. Goodwin, are reported in good condition. The average daily attendance on number belonging in the Principal's room, to date, is 97 per cent.

KEWANNA.—T. W. Fields, principal of the Kewanna schools, is giving a series of Saturday evening lectures on natural science, for the benefit of pupils and parents. Is this not a suggestion worthy the consideration of others? Mr. Fields announces a normal institute for next summer.

ATTICA.—But one case of tardiness in two weeks. Remarkable.

PERSONAL.

A RESIDENT of Bloomington, the seat of our State University, speaks of the new president, Dr. Lemuel Moss, in this wise: "Dr. Moss not only gives entire satisfaction, but, going beyond excellence, is every week and every day doing something, as well as saying something, to inspire more and more of respect, confidence and love. He is in great demand in all circles of good society, and his recitations among his friends here make him quite as popular as his public addresses."

A. R. BENTON, formerly of the N. W. C. University at this place, but for five years president of Nebraska University, has offered his resignation to take effect at the close of the present school year, and will return to Indianapolis. He will do work in some capacity in the N. W. C. U., and look after his large property interest here, which needs his attention. Prof. Benton has many warm friends in Indianapolis who will welcome his return.

Prof. E. C. HEWETT, of the Illinois Normal School, well and favorably known to many teachers in this State, was elected president of the Illinois State Association at its late meeting. Many of the leading teachers of the Sucker State think Mr. Hewett is the best man to succeed Richard Edwards as president of the Normal. The Journal thought of that the first thing.

THE Elkhart Review, in speaking of Miss Sarah D. Harmon, principal of the high school, says, "She is one of the most efficient teachers Elkhart ever had, and we are glad to know that she is having the support of the community." Good.

JAS. A. YOUNG, ex-superintendent of Fountain county, played editor and represented the Journal on the Editorial excursion. The dignity of the Journal was fully maintained.

GEO. A. CHASE, formerly an Indiana teacher, but for many years, and at present, principal of the Louisville female high school, attended the late State Association, and contributed not a little to its interest. He was a charter member.

J. H. MADDEN, of Bedford, who is secretary of the committee to arrange for a teachers' excursion to the Centennial, went to Philadelphia to look after the matter. See his report.

HON. ALONZO ABERNETHY, Superintendent of Public Instruction in Iowa, has been elected president of Chicago University *vice* Dr. Moss, now of Indiana State University. He has accepted the place.

HUGH DONLEY, president of the Laporte School Board, attended the State teachers' Association. He gives much of his time to educational interests, and is a model trustee.

P. D. HAMMOND, for several years connected with the Indianapolis Sentinel, takes charge of the Zionsville schools. School teaching was Mr. Hammond's original business.

J. P. SHARKY, of Ohio, takes the schools at New Haven, *vice* ——— Newman, resigned.

T. C. VAN NUYS, Professor of Chemistry in the State University, was married to Miss Lizzie Hunter, daughter of Gen. Hunter, Dec. 28, '75.

S. A. CHAMBERS, last year of Utica, is now teaching in the New Albany high school.

R. G. BOONE, who began to teach at Rich Square, last fall, has been sick most of the year—not able to work. He is better now.

W. S. PERRY, superintendent of the Ann Arbor schools, is president elect of the Michigan State Teachers' Association.

PROF. ROUSE is now in charge of the Butler schools *vice* J. G. Bowersox, resigned on account of ill health.

JOS. L. CARR is principal of the St. Omer schools.

E. O. NOBLE is located at Clinton, Vermillion county.

JOHN PENNINGTON is principal of the Westfield Union high school.

L. P. HARLAN, superintendent of Marion county, went to Philadelphia on the late Editorial excursion.

W. WATKINS, of Dayton, Ohio, attended the late State Association.

INSTITUTES.

TIPPECANOE COUNTY.—The annual institute assembled in the Sixth Street Baptist Church, at 10.30 o'clock, Monday morning. The attendance was the largest ever known on a similar occasion on the first day. The welcome address was given by W. S. Lingle. He was followed by Hon. E. E. White, of Ohio, who was delighted to meet them again after four years. Mr. White was the principal instructor for the week. The exercises throughout were of the most interesting character. The social reunions on Monday and Wednesday evenings were rich and enjoyable. The lecture of Prof. White on Tuesday evening was a rare treat. Two hundred and twenty-five teachers and friends of the cause enrolled their names. Prof. Severson and Miss Emma Patton managed the music. All the city and country editors were enrolled, and thanks tendered to the daily press. Resolutions of condolence on the death of several worthy members were passed. An invitation was given to Prof. White to return whenever convenient. Everybody was delighted with the rich instructions. It is certain, to say the least, that the session was, throughout, a grand and beneficial success. W. H. Caulkins was the president, T. McCarthy and H. R. Persinger, the secretaries.

GRANT COUNTY.—The Grant County Institute was held during holidays. Enrollment, 161 of persons in the business of teaching, or preparing to teach. Workers from a distance, H. Gunder, of Manchester; Mrs. Kate B. Ford, and W. H. Fertich. Work of all very acceptable. The entertainment given by Prof. Fertich was very satisfactory. The work of our home teachers was practical, useful, and interesting. A good feeling prevailed and success gained in our work. The schools in Grant county are doing, this year, better work than during any preceding year. We have more unity, more system, more economy in use of time, hence more done in recitations and study-hours. I have just visited some

schools East, and find that we, in a general way in Indiana, are trying to get along too rapidly; trying to reach the higher branches without any good foundation. The superintendent at one place told me that he had a school in the third story, but had no *High School*, for it took all their time and means in the common branches.

T. D. THARPE, Sup't.

LAKE COUNTY.—Our County Institute met Dec. 27, 1875. The enrollment reached 207. Seventy-four of the teachers at present engaged in teaching in the county were in attendance. E. M. Chaplin, of Warsaw, and Prof. Fertich, of Yorktown, were with us and did excellent work. The teachers of the county labored faithfully during the entire session, and are deserving of great credit. No time was appointed for holding the next institute. The townships of this county are holding institutes regularly each month. Good work is being done at these associations.

J. M. McAFEE, Sup't.

ELKHART COUNTY.—The Teachers' Institute of Elkhart county met in Elkhart Nov. 1, 1875. The enrollment reached 265. The average daily attendance was about 200. Professor D. Moury, superintendent, is worthy of great praise for the manner in which he conducted it. Our home workers were Profs. Blunt, Barnett, and Harding. The workers from abroad were Profs. Fertich; Shaw, of Bellefontaine, Ohio; W. A. Bell, Cyrus Smith, of Jackson, Mich.; Ford, of Kalamazoo, Michigan; Irwin, of Fort Wayne; and Giffe, of Indianapolis, who conducted the music. Evening lectures as follows: W. H. Fertich, Hon. J. H. Baker, of Goshen, W. A. Bell, and A. D. Mohler, of Lagrange. Thursday evening, Prof. Fertich gave an Elocutionary Entertainment. State Superintendent, Jas. H. Smart, was with us one day, and made remarks which will be lasting in the memory of all who were present. The Centennial movement was carefully discussed, and committees appointed in each township to carry forward the work of raising funds. Among the resolutions adopted were the following:

1. That we deplore the action of the late Legislature in lessening the efficiency of the superintendency law.
 2. That we conform strictly to the system of grading schools, as introduced by the county superintendent, and that we make the work as effectual as possible.
- C. L. DRESE and E. F. NEWELL, Secretaries.

MIAMI COUNTY.—The Miami County Institute opened Dec. 27, 1875. The attendance was only fair, the time being unfavorable. The interest, however, was good, and the work done profitable. The principal instructors were W. A. Bell, G. G. Manning, D. W. Hadock, and J. A. Miller. The enrollment was 90. A public lecture was given on Monday evening by W. A. Bell. The schools of this county are generally in good condition. W. Steele Ewing is the county superintendent.

BOOK-TABLE.

TEACHERS' MANUAL FOR LANGUAGE LESSONS, by Miss P. W. Ludlow and W. E. Crosby. Davenport, Iowa: Day, Egbert & Fidla. Also *Language Lessons*, by the same authors and publishers.

The above is a revision of the *First Lessons in Language and Composition*, and is intended only for the teacher. It commences with the elements of language study, and makes a graded course preparatory to the study of technical grammar. The suggestions and model lessons are so full that the teacher will find but little difficulty in comprehending and following.

The *Language Lessons* are intended for pupils, and the work is arranged for them with all suggestions to teachers left out. This is as it should be. The two are bound together as a hand book for teachers.

"Language before grammar," is the motto of the authors, and we fully indorse it. If these *Language Lessons* could in all cases precede grammar, and in most intermediate and grammar schools take its place, it would be a long stride in the right direction.

MODEL ARITHMETIC, by Alfred Kirk and H. H. Belfield. Chicago: Geo. Sherwood & Co.

This book belongs to the new "Model Series," now being published by Geo. Sherwood & Co., and certainly deserves to take rank with the latest and best text-books on this subject. The authors are two leading principals in the Chicago schools, and the book is the result of years of personal experience in the school room. The volume covers the entire subject of arithmetic, and seems quite complete. The philosophical discussion of principles, the combination of oral and written exercises, the models formed for the solution of problems, and the review questions unite to commend the book to the thinking teacher.

THE NURSERY, published by John L. Shorey, Boston, is the best child's paper. It is intended for "Youngest Readers."

PARALLELS OF HISTORY.—Mr. W. T. Sater has just published a new game of Historical Cards. It is well known to most readers of the *Journal* that interesting games are arranged with important dates in history, so that the study of this important branch of education becomes a mere pastime. The distinguishing feature of Mr. Sater's Cards is that they associate contemporaneous events, American events being placed first, and those of other countries after. It is a well recognized principle of the mind that it will retain two or more associated events more easily than it will one unassociated.

We never hesitate to encourage playing historical games. See advertisement in this *Journal*.

HARPER'S WEEKLY, the prince of illustrated weeklies, never fails to amuse and to instruct. Nast's Cartoons alone are worth the subscription price.

ST. NICHOLAS, published by Scribner & Co., New York, is, without question, the best juvenile paper published in this country. It is profusely and beautifully illustrated, and the best writers in the land contribute to its pages. No boy or girl can read it and not be made wiser and better. Teachers need not hesitate to recommend.

THE QUARTERLY ELOCUTIONIST, by Mrs. Anna Randall-Diehl, for January, 1876, is at hand and contains some good selections. Price, 30c.; pp. 74. Address author at 27 Union Square, New York.

LOCAL.

35 Centennial Readings. 35

Recitations and Dialogues, with a choice variety of other matter, (200 pp.) in "The Elocutionists' Manual" for 1876, sent postpaid on the receipt of 35 cents. J. W. SHOEMAKER & CO., National School of Elocution and Oratory, 1418 Chestnut st., Philadelphia. 2-3t

COULD not county superintendents do their teachers and their schools much good by urging their teachers to read some good school journal? In fact, does not a superintendent fail in one of his important duties when he neglects to make an effort to put into the hands of his teachers what cannot be otherwise than a great help to them in their school work? Let every superintendent do his duty in this regard, at least.

SEVERAL city superintendents have lately sent in the names of their teachers as subscribers for the Journal. Cannot others do the same with profit to their schools?

A FEW of the subscribers to the Journal were allowed to postpone payment for the same till they had earned some money teaching. We trust that those who have not as yet forwarded the money will do so at their earliest convenience.

★ **TEACHERS.**—Your names, neatly printed in gold, on one dozen fine assorted Visiting Cards, only 25c.; two dozen, 85c. *No samples free.*
Address EAGLE JOB OFFICE, Memphis, Ind.

R. G. BOONE, who conducted a very successful Normal Class in Plain field last summer, and T. H. Dunn, one of our best educators, design opening a Normal School at Clayton, about the first of April, for a three or four months' session. Teachers will not find better instructors easily, and all who desire this training should arrange their work so as to attend. Opportunity will be given for *searching* work in all the common school branches, and Physical Geography, Algebra, and Botany, regularly, and frequent general drills in Philosophy and Chemistry. Drawing will be made a specialty. For particulars address Temple H. Dunn, Brownsburg.

See D. Eckley Hunter's advertisement concerning "Object Lessons in Arithmetic."

INDIANA SCHOOL JOURNAL

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No. 3

DRAWING IN PUBLIC SCHOOLS.

B

ELI F. BROWN.

DRAWING is beginning to receive the attention its importance demands. Six of the large cities in the state have begun to teach drawing in the public schools. In Indianapolis, Fort Wayne, and Lafayette, the instruction is given in all grades and is under the general supervision of a special teacher. In Richmond, Logansport, and Terre Haute, the instruction has recently been introduced and is confined to elementary lessons. Indianapolis, Fort Wayne, and Terre Haute exhibited specimens of school drawings at the last Exposition in Indianapolis. They were of a creditable and encouraging character. City superintendents of schools, with scarcely an exception, pronounce in favor of teaching industrial drawing in graded schools. They regard it as worthy of equal time and attention with other useful studies. In the schools of small cities, towns, and of country districts, nothing is being done in drawing. It is not *required*, as are certain other branches; teachers, in the main, are not prepared to teach it, and the feasibility and propriety of attempting its introduction are seriously questioned. It is of interest to know what a few of the leading educational men in the state think in regard to teaching drawing in all kinds of public schools.

State Superintendent Smart says: "I am of opinion that industrial drawing is one of the most *practical* studies that can be introduced into our public schools. If the subject is properly taught, it will have a tendency to prepare our boys and girls for the practical industries of life to a greater extent than any other branch. I am quite sure that it can be profitably introduced into our common country schools as well as into city systems."

President Jones, of the State Normal School, says: "We have introduced industrial drawing into our course of study this year. I regard industrial drawing as a *very desirable* addition to the common school studies."

Superintendent George P. Brown says: "The public schools should teach those subjects which are, first, of most service in preparing the child to gain a livelihood; secondly of value in æsthetic culture and in mental discipline. Drawing is of special value in preparing pupils for the various vocations incident to business life in large cities, and in affording both discipline and culture. When regular and methodical instruction can be given in small towns and country districts, for a period of time, long enough to secure the results sought, the study of drawing will be both desirable and practicable."

Two of the present county superintendents, Jas. A. Barnes and J. A. C. Dobeon, who are among the best, speak of the introduction of drawing in all common schools as follows: One says, "I am led to this conclusion; first, that it is practicable under existing circumstances, provided we are not too eager and so let our haste outrun our better judgment and more reasonable expectations; second, it is desirable, if we so guard it as not to crowd out other studies just as useful, and never let it degenerate into a hobby." The other says: "I think that it is practicable that we begin the introduction of the study, and if properly managed by trustees and superintendents, I have no doubt of its ultimate success. I certainly regard the matter of sufficient importance for the friends of education to risk several chances of failure and make an attempt at a general introduction of the study."

The editor of the *School Journal* says: "I look upon drawing as of very great importance. Skill in this direction will serve a person in almost every calling of life. Let it be borne in mind, however, that the object should be to make artisans, not artists."

These opinions, and scores of others that could be given, are worthy of much consideration.

The importance of drawing as a study in common schools is evident from its intimate relations to two great interests: first, its value in all the industries wherein skilled labor, cultivated taste, and ingenuity are required; secondly, its tendency to develop individual taste and discipline, and to promote national art culture. The intimate relation that the study of drawing bears to the useful arts is not illustrated in America. Drawing has not been recognized as an important study here, hence has not received attention, neither is this country the most successful in the mechanic arts. The lessons to be learned from experience are found abroad. The art-nations of the world,—by which is meant the countries that excel in the products of art both in manufacture and in sculpture, painting, building, ornamenting, etc., are the European nations, principal among which in these respects are France, Germany, and England. These governments are agreed in the recognition of drawing as one of the most directly and widely practical studies for the masses. For every industry they deem it of the first importance; all other studies rank below it. At the Universal Exposition in 1851, England stood extremely low among the countries of the world in respect to her industrial products. The only one of the great nations that stood below her was the United States. France, at the same Exposition, ranked among the first. This inspired England with the determination to raise the character of her articles of manufacture. The means she employed to effect this end were, the establishment of art-schools in every large city. After ten years the Paris Exposition occurred, at which England, improved by her efforts in art, stood foremost, and in some branches of manufacture excelled the most artistic nations. The United States maintained her unenviable position at the foot of the roll. This change on the part of England's industries was brought about mainly by her art-schools, museums, and training schools for art-teachers. During this period she established "the magnificent art-museum at South Kensington, for the founding of which the science and art departments collected from all quarters master-pieces of every kind, at a total expense to the State of not less than one million pounds sterling. Besides this amount for first

establishment, the art department has a yearly grant of eighty thousand pounds sterling." The number of art-schools was multiplied fully six times, and art instruction was introduced in all her schools for the masses. The fact that England changed from among the lowest of the nations in art products in 1851 to among the highest in 1862, aroused France, fearful that her supremacy of the industries would be lost. A French Imperial Commission visited England to ascertain how this change had been brought about.

Upon the return of the commission, the means resorted to by France for the improvement of her art-products, was the greater effort to promote the art-education of her people. This commission reported that: "Among all the branches of instruction which for different degrees, from the highest to the lowest, can contribute to the technical education of either sex, drawing, in all of its forms and applications, has been almost unanimously regarded as the one which it is most important to make common." This commission also recommended that "drawing be made obligatory in all the common schools, whether for boys or girls." The other countries of Europe were equally incited by these developments. Germany especially improved her advantages for art-instruction. It should be remembered that for no other branch of her instruction does the German school curriculum make ampler provision than for drawing. Instruction in this branch of study begins in the primary schools, continues through all the grades, and forms an important part of the work in the technical schools and universities.

The lesson learned from the experience of foreign nations is simply this: Success in the industries is based upon the practical art-education of the masses. Art-education of the masses is effected through art-instruction given in the common schools, the principal feature of which instruction is drawing in all of its forms and applications. The United States is not so widely different from European countries that what is found necessary and best for them does not apply to her. On the contrary, what is true of them is true of her. Her future prosperity and greatness depend largely upon the development of her diversified industries. The development of her industries depends upon the art-culture of her people. With ample territory, great natural advantages for the application of her mechanical powers, almost

inexhaustible resources of the best raw materials, her manufactures should not be limited as they now are to the narrowest channels, but should be enlarged and so improved that they would compete successfully with the best in the world. Such advancement could not fail to promote national greatness. What is true of the United States is true of every State, and to no other State is it more strikingly applicable than to Indiana.

Indiana abounds in wood, coal, and other products most needed in the arts. Rich in so many of the essentials in manufacture, the State's prosperity depends upon the developments of these resources into avenues of power and profit. Raw materials of themselves do not constitute great wealth; it is the work of the artisan that attaches to any manufactured article its chief attribute of value. "A bar of iron worth \$5, when made into horse shoes is worth \$10; when made into hair springs, is worth \$240,000, or more than its weight in gold." Horse shoes and hair springs are *equally* useful articles. The same material when made into springs is worth \$239,990 more than when made into horse shoes. This amount is the wages paid upon \$5 worth of raw material for the superiority of skillful labor in the hair spring maker as above the common blacksmith. Indiana industries are too much of the order of horse-shoes, and too little after the fashion of hair springs. Since skilled labor is so valuable to the individual, and so necessary to the development of the State, how may it be obtained? By teaching practical science and practical art in the public schools. It is encouraging that educators are turning their attention to this direction. The school committees in large cities are leading the way. The State of Massachusetts has provided by law that any city *may*, and every city of ten thousand inhabitants *shall* annually make provision for giving free instruction in industrial or mechanical drawing. The art-instruction in Massachusetts is headed by a State Normal Art School at Boston, and the whole is under the supervision of a State Director. This most excellent example is worthy of being followed by Indiana.

In a circular of information furnished by the Bureau of Education last year, Commissioner Eaton ventures the following remarkable opinion: "Whoever succeeds in having all the public school children of the country properly trained in elementary drawing, will have done more to advance the manufactures of

the country, and more to make possible the art-culture of the people, than could be accomplished by the establishment of a hundred art-museums without this training. Just as all literature is open to him who has learned to read, so is all art to him who has learned to draw, whose eye has been trained to see, and whose fingers have been made facile to execute."

What is true of the children in the common schools? A great majority of them must become industrial workers in one occupation or another. They must enter the machine shops, factories, and mills; they must build houses, bridges, and railroads. They must live, and by the hand of labor support that living. The schools should aim to prepare these children for the vocations they must enter, that each individual may be something, and do something of practical value to himself and to the State. Whatever branches of study are most *useful*, should receive most attention in the common schools.

In Indiana the railroads are taxed upon nearly \$50,000,000. These forty-five great highways within and upon the borders of the State, constitute one of the chief sources of the State's convenience and greatness. All her people profit by them, and enjoy the blessings their safe and rapid transportation affords. Tens of thousands of workmen are employed in building, equipping, and conducting. But do public schools ever think of the necessity for educating men to excel in railroading? What large sums of money are paid for the erection of buildings in the state, from the magnificent business block to the humblest cottage in the rural districts! Who plan, who build these buildings? Do the public schools do aught specially, to educate a boy to become an architect or builder, or aught to develop public taste in these respects? From the simplest operation in the preparation of materials, to the crowning act in the completion of the finest structure, the workman derives little help from public schools. The countless ill planned, badly ventilated, disproportioned piles of wood, brick, and mortar called buildings, are so many monuments of uneducated labor, and want of public taste.

Among the chief interests of the State is manufacture, which represents great capital and gives employment to vast numbers. Cities will bid handsome sums of money for the location of manufacturing establishments within their corporations, because such establishments afford employment to great numbers of

who, by reason of industry, are useful citizens. But do the public schools pretend to teach or encourage a boy to become a mechanic, or a girl to earn a livelihood by artistic labor? To become an artisan the boy must leave the school room and serve his apprenticeship with a foreman. He must deprive himself of the opportunities for the general culture of scholarship, that he may acquire some special means of making a living. They who perform manual labor in city or country, as a general rule, forego the learning; and those who enjoy to the greatest degree the benefits of the schools, are least inclined to enter the vocations in life dependent upon manual skill. Educated artisans in the United States are generally of foreign birth and education. Men who have received their instruction in other countries have designed and built the finest structures in this country. Such artisans direct and execute the superior work in factories. That this is so, is no credit to the free schools of America.

In going through the schools here, a young man or woman's ambition is not to be an artisan. A man must be a professional. To be first class, he must take a classical course, and spend half his time in the arduous study of what can never be of much practical value to him. He may be second rate, and take a scientific course; or, if he fail in both of these, he may switch off into medicine, law, or theology, in which few hard questions are ever asked, and diplomas are never refused. He is then prepared to live by fleecing somebody else. He is an ornament to society. Not only are the common schools faulty in industrial education, but so our are high schools and institutions of higher learning.

There are in Indiana seven institutions bearing the high sounding name of university. Two of these are State institutions. The one at Lafayette is struggling into life against many difficulties, hoping some day to be useful to the State as a scientific school. The one at Bloomington has served the State for nearly fifty years. It has done well in educating certain classes of professional men. Though it is a university—the head of our public schools—to which our high schools all pay tribute—it has done nothing towards making artisans or mechanics; it has given *no* thought to art, and comparatively little to science. It has, in its time, given to the State 1000 graduates, besides a long list of D. D.'s and LL. D.'s. Five hundred of its graduates are lawyers, two hundred and fifty are doctors of medicine, over a hun-

dred are preachers, fifteen are farmers, two are engineers, and one is a tanner. It is a serious comment on the mass of Indiana citizens, that they should be so incompetent to manage their own business; so diseased and ignorant of the laws of physical being; in spiritual part so nearly depraved, that nine-tenths of all the time, money, and brains spent in our higher institutions, must be given to educating men to doctor these terrible ills. It does seem, if one-half the time spent upon Greek, law, and divinity were devoted to education in the useful arts, individual culture, public taste, and the State's material prosperity would be greatly increased, and the spiritual well-being of the people would be no less. It is certainly a startling criticism upon our whole school system, and a fearful comment upon American intelligence and culture that while millions of dollars are spent in our higher institutions to educate lawyers, doctors, and clergymen, scarce anything is spent and not a public school is supported whereby a child may become an artist.

This remarkable condition of our educational system is in exact keeping with the standing of the United States below all other great nations in industrial achievements. The one follows the other as surely as an effect follows its cause. So long as the useful arts are ignored in schools and the masses are deprived of that elementary art-instruction necessary to develop skill and taste, the nation must remain uncultured, and industrial progress must be slow.

The study of drawing is desirable not only from its value in preparing the masses for the industries, but also from its tendency to promote culture in the individual. Drawing exercises primarily the child's perceptive faculties and teaches him first of all that great lesson, *to observe, to see*. Drawing does this by exercising him upon dots, marks, and figures that he can both see and make, but to make which he must observe carefully the location, distance, form, size, and relations. This he must do with the eye, and express his conceptions by accompanying movements of the fingers—eye and hand are trained in unison. He must perceive, compare, remember, imagine, express. The effort is natural. It will fix his attention and delight him in its performance. What must be the effect of such exercise? It cannot be other than beneficial. The faculties thus exercised are

capable of wonderful development. We all have eyes, yet we see not. The myriad beauties which lie around us are hidden from our uncultivated vision; the eye which is properly trained will grow in power until a world of beauty is opened to it, and a degree of acuteness and accuracy is attained which will serve it well in all the pursuits of life. In general it is found, that because drawing requires accuracy it produces it; because it necessitates order and neatness it tends to fix these most desirable habits in the student. Habits of order and accuracy once fixed, the pupil is better prepared for any difficult subject. For this reason, drawing may be introduced into schools without diminishing in any respect the literary or scientific culture already given by the course. It will, from its very nature, enhance such culture. The relations of art to language, of art to science, are such that what improves a pupil in the one aids him in the other.

Above all there is an important feature of the influence of drawing that must be considered. In observing the beauty of form, harmony of color, proportion of parts and similar qualities which make up beauty in nature and in art, the child is imparting to himself that refinement of taste whereby he may more fully appreciate and conceive of the beautiful, and at the same time he is gaining the power of faithful, ready execution to enable him to express such concepts. This development of taste, together with the habits of neatness and order that are acquired, cannot fail to promote intellectual and moral growth. In no particular is our present school system more deficient than in those branches of instruction that tend to develop the æsthetic nature of the child. Drawing, while of equal practical utility with other branches, will tend more to supply this deficiency than any other subject that can be introduced. If the influence imparted to the student through learning to draw were of no use to him in his greater abilities to labor, the beneficial effects of promoting his greater intellectual and moral culture would of themselves repay him many times over for the time he would give the subject.

That it is feasible to teach drawing in the common schools is simply a question of intelligent effort. If drawing be required and teachers be asked to pass examination in the subject, and reasonable *time* and *opportunity* be given them for preparation,

they will readily fit themselves to teach elementary drawing. By such means a beginning could be made in art culture.

The conclusions which seem to follow this hasty investigation are:

1. Drawing should be taught in public schools because the development of the country's industries requires the art-education of the people.
2. Drawing should be taught because it tends to develop the intellectual and moral growth of the pupil, by quickening his æsthetic nature.
3. Drawing should be taught in our schools for teachers.
4. Drawing should be taught in higher institutions.
5. Drawing should be provided for in the public school curriculum by a change in the school *law* to that effect.

KINDERGARTEN TOYS AND HOW TO USE THEM.*

BY HEINRICH HOFFMAN.

FIFTH GIFT.

THIS Gift is an extension of the Third. We enter now upon a field of study and amusement which the Kindergarten cannot exhaust, and which will yield a rich harvest of instruction and pleasure throughout the whole period of school life. We noticed in the Second Gift the principle of unity in the cube; in the Third and Fourth, the progressive development in the number two. Here "three" is the first feature that strikes us. Three cubes in every direction, added together, produce the number 27. This, in fact, is the first cubic number after the number 8. But the novel feature in this Gift is not so much the number of cubes, as the difference between some of them. We find 21 solid cubes, 3 dissected in halves and 3 in quarters, making in all 39 pieces.

Form and number constitute again a large field of study in

* Taken from the publication of E. Steiger, New York

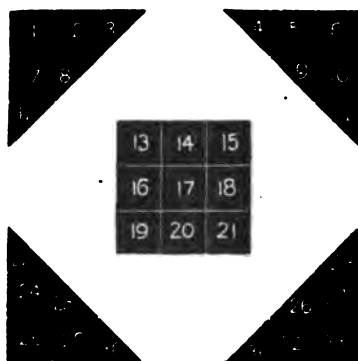
the *mathematical* forms. Before using the whole, we must consider the single points, especially the new ones. One cube is cut in two halves, what are they called? 1st. Count their surfaces, edges, and corners, observe the angles. 2d. How many different forms can you make by joining the two halves? 3d. Compare one half with two quarters, and with the single quarters. 4th. Make one whole of four halves, viz: a square. Compare a square with a cube. 5th. Make other forms of four halves. 6th. What can you make of six halves? In the same manner proceed with the quarter cube, counting and naming all its various parts: then find 5 different forms of arrangement of two quarters, all standing on the narrowest edge, besides other forms in other positions. Then continue these exercises with 3, 4, 5 to 12 quarters. Form different squares by combining solid with dissected cubes. At the proper age, children will not find it difficult to copy these forms on a slate, or in a checkered book, an exercise which is recommended as highly important. Cubic blocks of cork, cut in pieces, in miniature imitation of our dissected cube (older children may cut them themselves), and gummed on card-board, will form an interesting collection of all the forms designed. With the more advanced, modeling-clay will serve this purpose still better. After the dissected cubes have been thus fully studied and comprehended, we proceed to the contents of the box, as a whole:

1. Divide the whole into 3 equal squares, standing and lying.
2. Into 3 equal lengths.
3. Into 9 parts, lying.
4. Into 27 parts.
5. Divide the whole into 2 equal parts, each forming an oblong hexagon.
9. Divide the whole into 3 parts, each forming an oblong pentagon.
7. Divide the whole into 3 parts, each representing an oblong pentagon.
8. Again into 3 parts, representing a hexagon, with two right angles.
9. Another division, a pentagon, with 3 obtuse, 1 right, 1 acute angle.
10. Another into 3 parts, forming a hexagon, with 2 right angles.

11. Divide into 4 parts, each a hexagon, with 2 right and 4 obtuse angles.
12. Divide into 6 parts, each a regular oblong hexagon.
13. Divide into 6 parts, each four-sided, with 2 right angles.
14. Divide into 6 parts, each an octagon, with 4 right angles.
15. Divide into 9 parts, each a hexagon, with 6 right angles.
16. Divide into 12 parts, each a pentagon, with 3 right angles.
17. Make an oblong hexagon of the whole, 2 cubes high.
18. Make an octagon of the whole, 2 cubes high.
19. Make a pentagon of the whole, 3 cubes high, with 3 right angles.
20. Make a pentagon of the whole, 3 cubes high, with 1 right angle.

The intelligent teacher will scarcely need any more hints for inventing many similar combinations.

We now proceed to the *artistic* forms.



Arrange the contents of the box as above. The center may also stand in diamond form. Any of the cubes may be changed in its position except the center, No. 17, which remains immovable; but, whatever is done, must be done with the three corresponding cubes also. When, for instance, No. 15 placed corner-wise, so as to form an open triangle, Nos. 21, 19, 13, must be in a similar position.

Change No. 2. Pull out 2, 10, 32, 24, to leave an open square.

" 3. The same with 5, 27, 29, 7.

" 4. Place corner-wise 1, 6, 33, 28.

Change No. 5. Pull out, edge to edge, 14, 18, 20, 16.

" 7. Join 8 to 14, 9 to 18, 26 to 20, 25 to 16.

" 8. Move 8 to the center between 3 and 4, and the corresponding pieces in like manner.

" 9. Let 14 touch 8, diamond-shaped, and the rest to correspond.

And so on, according to fancy. The variety is endless. The kaleidoscopic effect of many of these simple forms is surprising.

The teacher may now be left to her own taste and discretion. Enough has been done to illustrate the system; and it must not, by any means, be understood that the above changes are the only ones to be adopted. The same road need not once be traveled over again.

The forms of *utility* of the Fifth Gift are almost inexhaustible. and children may, at this stage, be well left to their own inventions. We will describe an example of such forms here.

A large Park Gate.—Seven pillars three cubes high, at one cube's distance, should be arranged in one line. As a guide, a quarter cube may be temporarily placed between each, with its right angle upwards. Cover the middle pillars with a quarter cube, the others with half cubes, place small square pillars, formed of two quarter pieces, at each end; cover these with one quarter as a roof; in front of the middle, place a pillar formed of four cubes, covered by one quarter. A great many variations and alterations may be made from the design above described.

It should be borne in mind that all the pieces must be employed in every structure or composition. This is an important rule, which must be followed, not with this Gift only, but with all the others.

SIXTH GIFT.

In the same way that the Fifth Gift was a development of the Third, this Gift is developed from the Fourth. We find in it the same bulk which characterized the Fifth, but the shapes of the pieces of wood differ; consisting, in this instance, of 18 blocks, together with 3 cut lengthways, and 6 cut across, so that we have 6 pillars and 12 square tablets; in all 36 pieces. The same rules, as in the foregoing, must guide us here. We must first study the relations of the new parts to one another, and to

the solid blocks. Compare the tablets with the whole pieces, and with the cubes. What relation do they bear to the cube? Is there any difference in the number or the nature of their surfaces, edges, corners, and angles? Compare them with the pillars, the pillars with the cube and with the whole blocks, the tablets with the half and quarter cubes. Form triangles with the tablets, and also with the pillars and whole blocks. How many triangles can you form with the one and the other? Then proceed to form open squares, pentagons, hexagons, etc., up to twelve-sided figures. Compare each with similar figures constructed from other pieces—one formed of cubes, one of pillars and of blocks. Let squares of different sizes be formed, as also other rectangular forms. If the teacher succeeds in combining artistic and tasteful designs with *geometrical* forms, leading from one series to another, additional interest will be secured. Although the artistic forms of this Gift cannot be produced equal in beauty to those of the Fifth Gift, yet to a tasteful and ingenious mind even these materials offer a vast field of invention. Pretty figures can be developed from the equilateral triangle, especially when the pieces are judiciously arranged. But, if the Sixth Gift is not so well adapted to decorative forms, it surpasses the previous gifts in adaptability to architectural and industrial forms. Without copious illustrations by diagrams, it is difficult to describe fully the rich field which an inventive and ingenious mind will delight in developing. Many forms of the Fourth Gift may be taken as a basis for larger and more complicated compositions.

Park Gates.—Six blocks in one length. On the middle of each block a tablet, on each tablet a pillar, and on each pillar another tablet. The whole covered up with rows of blocks, each shorter than the lower one.

A Colonnade.—Two parallel rows of three pillars each, which rest on three blocks. Tablets above and beneath the pillars. The whole covered by blocks.

Having become well acquainted with the first Six Gifts of the Kindergarten System, children will be fitted to proceed to the more advanced Kindergarten amusements,—beginning with the Alphabet and Stick-laying boxes, and gradually progressing to the artistic pursuits of Drawing and Modeling.

COMPARATIVE VALUE OF THE STUDY OF LATIN
AND GERMAN IN HIGH SCHOOLS.

cb

CHARLES E. EMMERICH.

IN an article entitled, "What Knowledge is of Most Worth?" which appeared in the January number of the School Journal, the writer said: "But few can be found to dissent from the statement, that the child should study chiefly those things in school which he will use most in life." This statement referred to common schools, but it may be applied to high schools as well.

A high school should aim to prepare its students for practical life, consequently it should teach such branches of learning as, besides giving discipline and culture to the mind, may be of practical use to the students in after life.

The question before us is one which pupils, entering the high school, should well consider before selecting one or the other of the above named two studies. They are at that time generally old enough to determine, with some degree of certainty, what their future career shall be; whether it will that of a minister, a lawyer, a doctor, or of a merchant, engineer, architect, etc., and this future calling should determine the selection of either Latin or German. For "circumstances alter cases," and what may be of advantage in one case may be of none at all, or at least of very little, in another.

Let us, in trying to answer the question, suppose the case of a boy, who enters the high school as a preparatory school for college, with the intention, of course, of going through college and entering one of the professions. Such a boy should study Latin by all means.

Now, let us suppose the case of another boy, who has neither the means nor the inclination to go to college, but who wishes merely to get as good and practical an education as is within his reach. My advice to him would be: Study German.

As I write these two words, I see, in my mind's eye, hundreds of hobby riders of Latin rise up indignantly and protest against any such advice. Why? Because, they say, first, a knowledge of Latin is good under all circumstances; and, secondly, because it affords a discipline to the mind which the study of German cannot afford.

The first of these assertions I do not wish to controvert at all. I would even go further and say: A knowledge of *all* the various branches of learning is a very excellent thing indeed. But does it necessarily follow that a pupil should *study* all of them, just because it is nice to know them? It is evident, then, that of the many branches of learning only those must be selected which have a direct bearing upon the pupil's future career, and which he can turn to practical account in his life work.

The second assertion I deny point blank.

Let us now inquire in what respect a knowledge of Latin is good. The usual answer to such a question is: Because so many English words are derived from the Latin. Does it really pay to study Latin for four years in order that one may know that, for instance, "Centennial" is of Latin origin, when he can find it in Webster's Dictionary in a few minutes' time? Is that, perhaps, one of the practical benefits derived? Would the pupil not learn the English language as thoroughly, and more so, by devoting the time now given to Latin to a direct study of the English language? But to proceed. Supposing a pupil has mastered the grammatical principles of a foreign language. He then is at the entrance of wide realms of learning. "The riches of another tongue are within his reach."

What are the riches of the Latin language? What does it contain to recommend it in this particular? Can pupils (I refer here only to such pupils as do not continue the study beyond the high school, and who, consequently, do not *master* it) learn, perhaps, ancient or even Roman history from it? Cæsar, indeed, would teach him but very little. Of the orators, Cicero is the only one read. Could he learn history from him? No, because Cicero presupposes a knowledge of that very history. What else could he learn from him? Reasoning? Of what value is his reasoning as compared with that of English or American jurists, and statesmen such as Erskine and Burke, Marshall, Webster, and innumerable others?

Are we, perhaps, entertained by the study of the works of Cæsar or of Cicero? Not one out of a hundred studies them with pleasure while at school, and who ever looks at them in after life?

Of the poets, *Virgil* is read. Of what use is he? Of none whatever, so far as useful knowledge is concerned. You might, then, reasonably expect to find at least some amusement in stu-

dying his works. But ninety-nine out of one hundred will say with me that they would rather read the works of Walter Scott, and other eminent English authors, than Virgil. Who ever read Virgil in the original for entertainment? Not one whom I ever knew.

What is the moral of the *Æneid*? Is it, perhaps, to be found in the meanness, ingratitude, and perfidy of *Æneas* to *Dido*? But, perhaps, in the sketching and shading of character Virgil was great. In the opinion of the writer, there is more power, fidelity, and beauty in the works of Walter Scott than in a dozen Virgils.

We come now to consider some of the advantages which a knowledge of the German offers. German is the tongue of about seventy millions of people. It is second to none in energy and wealth. Its literature is most prolific. Professor Comfort, of Syracuse University, thus speaks of it: "The number and value of the works in every branch of human learning in the German exceeds, by far, those in any other language. The German *belles-lettres* literature rivals that of any other nation. Germany is the home of modern music and art-criticism. The German language is therefore studied both as a means of education, of culture, and of enjoyment by the scholars, artists, educators, and travelers from all civilized lands. A knowledge of the language is also essential to success in many branches of domestic and foreign industry and commerce." What more could I add to prove that a knowledge of German is by far better to almost any person than a knowledge of Latin?

The second assertion was that the study of Latin afforded greater discipline to the mind than that of German. Let us see.

The mental discipline derived from the study of a foreign language consists in calling into active play a number of important faculties. The translation of a sentence is a mathematical as well as an intellectual problem for the student. To search for and retain words exercises the memory; moreover, he must critically analyze the value of the expression he translates, and thus he almost unconsciously develops the structure and signification of his own. It also excites the faculty of thinking, for at every step he takes he must stop and think, so that he may apply the proper principles in every case. To that extent Latin is good as a disciplinary study. But who will prove to me that German

does not afford the same discipline? Does the study of it not exercise the memory in precisely the same way? Has the student not to commit words and phrases? Has he not to give a reason for every step he takes in translating a sentence? In short, has he not to undergo exactly the same mental process in acquiring the grammatical principles of the German language that he undergoes in studying Latin? Not one of those who have ever studied and *mastered* both languages, will hesitate to answer in the affirmative.

When we now consider that in addition to the mental discipline derived from the study of German, the pupil acquires a knowledge of a *living* language, which is spoken by large numbers of our population, and which is, if not indispensable, at least exceedingly profitable for any man to possess, no matter what his calling may be, we should think it would not be very difficult to choose between Latin and German. *How* German should be taught in order that the study of it be attended by satisfactory results, will be the subject of another article.

LIBERAL LEARNING AND LONG LIFE.

A FLIPPANT young man once declared to the Rev. Lemuel Hayne, that uneducated preachers succeeded better than those who were college-bred. "How much ignorance does it require," asked Hayne, "to make a successful preacher?"

Our agricultural population, in like manner, have deprecated college learning as unfitting a man for farm life. The farmers' sons that were destined for other vocations were sent to classical schools; but those who were to adhere to the paternal calling were taught only to "read, write, and cipher." As though to increase the conviction that farming was sordid and low-lived, a farmer was generally selected for the clown in the dialogues or minor theatricals at rural school exhibitions, and ambitious lads were thus early taught to dis-esteem their fathers' calling.

Another, and perhaps the most forcible objection made to such instruction, is the supposition that academical and collegiate

courses exhaust and shorten the life. It is an old saw that "every generation grows wiser and weaker." Those who have given way so far as to sanction higher education for young men, are more or less adverse to the bestowing of like advantages upon young women. For centuries every college has been but as a convent, for uncowed monks; women have been routed out of the medical and other professions which they once exercised, and girls have been kept away from school, or instructed only in institutions where they would be taught superficially, so that however much they might learn, they would really know but little.

Recently a learned gentleman, late professor of *Materia Medica* in Harvard College, has published a treatise on "*Sex in Education*," which asserts that a girl during the growing period, owing to certain physiological peculiarities, "will not have as much power left for the tasks of the school as the boy, of whom nature requires less at the corresponding epoch," and that "identical education of the two sexes is a crime before God and humanity that physiology protests against, and that experience weeps over." He thus makes an argument for Harvard College on this subject.

The editors of the Boston magazines, we notice, receive these assertions *ex cathedra*; and we presume would exclude from their pages anything which we might say, propounding a different sentiment. Yet Dr. Clarke has not established his propositions on data which are broad enough to be a proper basis for our action. Certainly, highly cultivated women, like the celebrated Madame de Stael, Caroline Herschel, Mary Somerville, Maria Mitchell, and Elizabeth Cady Stanton, are examples of thorough "masculine" culture combined with a full vital power and feminine nature, that ought to go far toward contravening his doctrines.

Besides, this extraordinary physical deterioration and mortality is not peculiar to women. The young men graduating from colleges where girls are not admitted, make a worse showing. The "*Circular of Information*, of the Bureau of Education for March, 1872," presents statistics from Harvard College, Yale, Dartmouth and the Wesleyan University, all New England institutions, which seem to put the argument of the learned ex-professor at obvious disadvantage. By the census of 1860, it appears that during the year preceding, out of 61,405 males dying between twenty and sixty years of age, 59 per cent. were under forty; whereas out of 1,022 graduates of these four institutions, 84 per

crease of three. We have good reason to suppose that the same tendency is still existing. It is more probable that repression is slaying hecatombs where undue culture has its single sacrifices. Let us, then, stand for culture to develop perfect manhood and perfect womanhood, as the means of long life, and, what is better, a full life. The more completely our education is after the model of nature, the more perfectly will we realize its grand purposes. "Neither is the man without the woman, neither is the woman without the man in the Lord;" nor should they be other than associates and co-ordinates in education, as well as in all their life-work.—*The Medical Eclectic*.

RESULTS OF EDUCATION.

THE Parliament which sate at Edinburgh passed an act for the establishment of parochial schools. What followed? An improvement such as the world had never seen took place in the moral and intellectual character of the people. Soon, in spite of the rigor of the climate, in spite of the sterility of the earth, Scotland became a country which had no reason to envy the fairest portions of the globe. Wherever the Scotchman went—and there were few parts of the world to which he did not go—he carried his superiority with him. If he was admitted into a public office, he worked his way up to the highest post. If he took employment in a brewery or a factory, he was soon the foreman. If he took a shop, his trade was the best in the street. If he enlisted in the army, he became a color-sergeant. If he went to a colony, he was the most thriving planter there. The Scotchman of the seventeenth century had been spoken of in London as we speak of the Esquimaux. The Scotchman of the eighteenth century was an object, not of scorn, but of envy. The cry was, that wherever he came, he got more than his share; that, mixed with Englishmen, or mixed with Irishmen, he rose to the top as surely as oil rises to the top of water. And what had produced this great revolution? The Scotch air was still as cold, the Scotch rocks were still as bare as ever. All the natural qualities of the Scotchman were still what they had been when

learned and benevolent men advised that he should be flogged, like a beast of burden, to his daily task. But the State had given him an education. That education was not, it is true, in all respects what it should have been. But such as it was, it had done more for the bleak and dreary shores of the Forth and the Clyde than the richest of soils and the most genial of climates had done for Capua and Tarentum. Is there one member of this House, however strongly he may hold the doctrine that the government ought not to interfere with the education of the people, who will stand up and say that, in his opinion, the Scotch would now have been a happier and a more enlightened people if they had been left, during the last five generations, to find instruction for themselves?

I say then, Sir, that, if the science of government be an experimental science, this question is decided. We are in a condition to perform the inductive process according to the rules laid down in the *Novum Organum*. We have two nations closely connected, inhabiting the same island, sprung from the same blood, speaking the same language, governed by the same sovereign and the same legislature, holding essentially the same religious faith, having the same allies and the same enemies. The opulent and highly civilized nation leaves the education of the people to free competition. In the poor and half barbarous nation the education of the people is undertaken by the State. The result is that the first are last, and the last first. The common people of Scotland—it is in vain to disguise the truth—have passed the common people of England. Free competition, tried with every advantage, has produced effects from which, as the Congregational Union tells us, we ought to be ashamed, and which must lower us in the opinion of every intelligent foreigner. State education, tried under disadvantage, has produced an improvement to which it would be difficult to find a parallel in any age or country. Such an experiment as this would be regarded as conclusive in surgery or chemistry, and ought, I think, to be regarded as equally conclusive in politics. These are the reasons which have satisfied me that it is the duty of the State to educate the people.

First among the objections is the cost. Surely, no person who admits that it is our duty to train the minds of the rising generation can think a hundred thousand pounds too large a sum for

that purpose. If we look at the matter in the lowest point of view, if we consider human beings merely as producers of wealth, the difference between an intelligent and a stupid population, estimated in pounds, shillings, and pence, exceeds a hundred fold the proposed outlay. Nor is this all. For every pound you save in education you spend five in prosecutions, in prisons, in penal settlements. I cannot believe that the House, having never grudged anything that was asked for the purpose of maintaining order and protecting property by means of pain and fear, will begin to be niggardly as soon as it is proposed to effect the same objects by making the people wiser and better.—MACAULAY.

RECITATION HEARING.—But the fact is that the main business of a recitation to the educator is not to find out whether the pupil has committed to memory what is in the book from which the lesson has been assigned. It is to ascertain how far he has grasped the thoughts and ideas, and to what advantages he has used his mind as he read it over. Any pupil who is not an idiot can commit a lesson to memory. The feat requires only a certain number of repetitions by the lips even—for some children more, for others fewer; and the pupils from whom such recitations are expected prepare for them accordingly, and do not become “discouraged and demoralized by being asked questions which they cannot answer.”

But the teacher's business is not thus mechanical. She may not, in the course of a long recitation, ask for a single fact found on the page which her pupils have had to consider. But when the recitation is over, she will have probed their understanding and grasp of it to the bottom. She will have suggested relations and pointed out resemblances or differences which the children had never thought of. She will have shown connections with this and all her other lessons. She will have set them thinking in a just and logical way, and the class will go back to their seats not “demoralized or discouraged,” but as if they had drunk the wine of a new life. At recess we may hear them discussing, in their childish way, some of the issues brought up, and their parents at dinner will probably be entertained with vigorous conversation.—ANNA C. BRACKETT, in *N. E. Journal of Education*.

OFFICIAL DEPARTMENT.

EXTRACTS FROM THE FORTHCOMING REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

ENUMERATION.

Number of white males.....	340,514
Number of white females.....	817,434
<hr/>	
Total number of white children.....	657,948
Number of colored males.....	4,940
Number of colored females.....	4,848
<hr/>	
Total number of colored children.....	9,788
Total enumeration.....	667,736
Number enumerated last year.....	654,864
<hr/>	
Increase.....	12,872

The increase in school population during the past seven years has been as follows:

Enumeration of 1868.....	592,865
Increase for year ending September 1, 1869.....	17,699
Increase for year ending September 1, 1870.....	9,083
Increase for year ending September 1, 1871.....	3,101
Increase for year ending September 1, 1872.....	8,811
Increase for eight months ending May 1, 1873.....	8,908
Increase for year ending May 1, 1874.....	13,922
Increase for year ending May 1, 1875.....	13,872

Total as above..... 667,736

IF A WRONG SET RIGHT.—By reference to the United States census of 1870, it appears that there were in the State of Indiana at that time, 26,783 children between the ages of 10 and 21 who could neither read nor write. After patient and careful inquiry, it was thought that the number of illiterate children was much smaller than was shown by this statement. Having all the machinery necessary for taking an accurate

census of the school population, it was determined to make a separate enumeration of all illiterates between the ages of 10 and 21. This was done at the time of taking the last enumeration. In *seventy-nine* counties of the State, the reports show that there were but 4,234 illiterate children between the ages of 10 and 21. Upon the supposition that the counties that did not report, contain the same proportion of illiterates as the other counties, the total number of illiterates in the State would be 4,922.

While it is probable that a large share of those reported as illiterates by the United States census in 1870 have now become of age and are therefore not included in the report taken by our school officers, a careful analysis of the facts will show one of two things to be true—that the census did us great injustice, or that our teachers have been doing right royal work during the past five years.

SCHOOL ATTENDANCE.

Number of white males enrolled in the schools.....	264,041
Number of white females enrolled in the schools.....	281,670
Total number of white children enrolled.....	495,711
Number of colored males enrolled in the schools.....	3,422
Number of colored females enrolled in the schools.....	3,229
Total number of colored children enrolled.....	6,651
Total number of children enrolled in the schools during the year ending Sept. 1, 1875.....	502,362

A careful inspection of the returns from several hundred school corporations, shows that about 28 per cent. of all children enumerated, and 15 per cent. of all children enrolled in the schools are over 15 years of age. Taking this with other quite reliable data, we construct the following interesting table, viz:

Number of children enumerated under 15 years of age.....	480,770
Number enrolled in public schools under 15 years of age.....	427,008
Number enrolled in private schools, (estimated).....	30,000
Total number between 6 and 15 receiving scholastic training.....	457,008
Number not in school last year.....	23,762

Thus it appears that 95 per cent. of our school population between the ages of 6 and 15 received some scholastic training last year.

THE SYSTEM.—Our school system has become a vast and complicated machine. It employs nearly 2,000 officers to manage it. It educates more than half a million of children and costs four millions of dollars annually. It extends its influence into every community, into every household. The welfare of every member of the commonwealth is involved in its proper management. It is doing a work of incalculable benefit to

us all. It would be worth supporting if it should cost far more than it now costs. That there is opportunity of great waste in its management, and that it is capable of doing much more good than it is now doing, there can be no reasonable doubt. The funds may be mismanaged, the revenues may be misapplied, extravagant buildings may be erected, and ignorance and incompetency may rule in our school rooms. These will make the system weak. The people have the right to demand economy in all things; they will permit extravagance in nothing. They have the right, also, to demand that the best teaching talent which the money will buy, shall be placed in charge of the children of the commonwealth. Intelligent economy does not require that our system cost less, but that it produce more. Let every school officer have a care how he executes the trust which the State imposes upon him: let every person who assumes the important and dignified office of teacher realize in himself all that is pure and noble and good, so that he may teach by the power of a perfect example as well as by precept; then will our schools become so strong that no man will dare attempt to destroy them.

"There is no subject to which I could call your attention, in respect to which your responsibility is greater than any measure materially affecting the success and influence of the schools. Your responsibility and mine are too great to allow any important action upon hastily formed or ill-digested opinions. The guiding sentiment should be economy in expenditure and efficiency in the system. Neither should be sacrificed to the other. The school fund is sacred to a cause of the highest importance, and its waste or extravagant use, would be a crime against society.

As representatives of the people we have occasion to be proud of the high character which our educational system maintains, and the people will approve the sentiment if you give it expression in legislation, that, in respect to the cause of common school education, we will take no step backwards."

The sentiment of the above extracts taken from the last legislative message of your Excellency, will be indorsed by every true friend of the schools in the State. And while the truest political economy demands that our schools be adequately supported and intelligently directed, all will unite in the condemnation of any man who, for personal gain or for partisan ends, aims a blow at our schools by involving them in the angry strifes of political controversy.

Respectfully submitted,

J. H. SMART,
Sup't. Public Instruction.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL, W. A. Bell is to continue as Editor, A. O. Shortridge and George P. Brown are to be associate editors. Each editor is to be at liberty to express his views on educational matters without holding the others responsible for the same. Mr. Shortridge's articles will be signed S., and Mr. Brown's, B.

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GOOD BEHAVIOR.

The subject of this article is one of the branches mentioned in the school law of this State as necessary to be taught in the common schools, and was suggested as a suitable theme for an article by a little incident which occurred under the observation of the writer.

Several ladies and gentlemen were riding in a street car, when one of the ladies rose to reach the bell-strap to stop the car. The jolting of the car prevented her from reaching the strap readily, when a gentleman rose quickly to assist her by ringing the bell. His action was only the spontaneous impulse of kindness to a stranger, who needed assistance. The attention was the more marked, because she was quite short of stature, and the movement of the car made it almost impossible for her to reach the strap. Her appearance was that of a neat, genteel, comely young woman who had been educated at least as well as the average of those who ride in street cars. When the car stopped she stepped out without a word or even a smile of thanks to the gentleman for his courtesy. When she had passed out, one of the passengers quietly remarked, "That young woman must have received her training in the common school."

Perhaps it would have been quite as just to have charged the young woman's want of politeness to the neglect of her mother in not teaching her the simple rules of common courtesy; but be that as it may, the question arises how far the schools should be held responsible for the good behavior of the young citizen, male or female. A little act of kindness, like the one mentioned, ought surely to have been requited by at least a smile of thankfulness, or better yet, by a word of thanks; but as the poor girl had probably never been instructed in good behavior, she was either too much disconcerted to speak her indebtedness, to a stranger, or possibly was not aware that she was the object of such polite attention as required thanks. The well-bred, thoroughly instructed lady and gentleman find constant occasion, in their intercourse with the world, to practice the rules of good behavior. These are more important, more useful, more practical in their operation and effect upon the individual and upon society than any other rules that may be taught in the public schools; arithmetic, grammar, geography, and all the rest, are valuable as information and for mental discipline, but a knowledge of these alone by no means constitute a good education. A pupil may be well instructed in all these, and yet be so rough in speech, so rude in manners, so uncivil in behavior, as to excite aversion among all with whom he or she associates. Success in after life depends to a much greater degree upon a person's observance of the laws of civility in social relations, than upon a knowledge of the rules of arithmetic. The little incident remarked above is a simple thing in itself, and yet, there are a thousand little courtesies that make up the sum of human association, which, if neglected, detract a great deal from our happiness in society. If every teacher shall lay most stress upon that which is most important in the education of his pupils, the children of the public schools will ere long be distinguished for the elegance of their manners, the propriety of their behavior, and the correctness of their speech. At home, abroad, in the house, upon the street, among their equals, among their superiors, or among their inferiors, they will manifest that kindness and courtesy, that forbearance and charity, which always makes a well educated and polished people. Shall the schools do this work?

Reader, what are you doing in this branch of your labor? *

HIGHER EDUCATION—DANGER.

General Sherman, in a letter to a friend declining to be a candidate for the presidency, declares his friendship for the common schools, but adds:

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"However, these schools are extravagant, and indulge in costly buildings and expensive teachers, so as to be a heavy burden to the taxpayers. This tendency ought to be checked, which may easily be done without

making it a political question. Self-interest will regulate this, and make schools free to all, and capable of imparting the rudiments of a good English education."

The Indianapolis Journal, in commenting upon this, says:

"The necessity of general education, and, indirectly, the principle of free schools, have been recognized from the foundation of the government, and have grown and strengthened with time. Of the duty of the government in this regard there is and can be no question, with the exception above named. But what is the object of the free schools? What is the purpose of their establishment? Obviously to qualify the youth of the land for the duties of American citizenship. The government is not called upon to make accomplished scholars, linguists, mathematicians, scientists, artists, and experts of our boys and girls, but simply to well and thoroughly qualify them for the duties of citizenship. Whatever is necessary to this end properly belongs to the function of the common schools; whatever goes beyond this is a departure from the original idea and from their proper purpose."

Just at this time there is an unusual amount of discussion as to how far education should be carried by the State. That there is a disposition to cut off all higher education by the State—both high school and college—is becoming apparent in very many quarters. It will not do to say that the persons who take grounds against these higher schools are opposed to education or opposed to public schools, for they are strong friends of both; they simply argue that the State should not be asked to educate the comparatively few who attend these high schools. This opposition has assumed such magnitude that it cannot be hooted at or disregarded. It must be met fairly and discussed thoroughly, and in the end truth will prevail.

It is not the object of this article to go into an exhaustive argument of the subject, but rather to state the principles involved and make a few statements of convictions regarding the merits of the question:

1. The underlying principle of our government is the intelligence of the masses—only an educated people can be a self-governing people.
2. The more general and the higher the education the better the government and the higher the civilization.
3. To cut off all free education beyond what is given in the common schools, would be to compel thousands of our brightest and most worthy boys and girls, whose parents happened to be poor, to remain in comparative ignorance, and, consequently, be of little use to society. The tendency, in all countries in all ages, has been and is for castes to spring up in society, and nothing can prevent it but to extend to the poorest the best advantages to become educated. Education makes brains and brains rule.
4. The efficiency of the lower schools depend largely upon these higher schools. In these higher schools most of the best teachers are

trained. No one can teach well the common school branches who knows nothing beyond what he is to teach.

5. The immediate cause of agitation at this time is hard times and high taxes and a desire to reduce expenses. Let school buildings be erected at the least possible cost that will secure comfort and convenience; let the course of study be adapted to the needs of the community for which it is intended, and not copied from the curriculum of some college or university; let the school be organized and conducted on the most economical plan, keeping in view always thorough and efficient instruction. Let the strictest economy be observed in all regards; but for the sake of the worthy poor, for the sake of the lower schools, for the good of the community at large, preserve intact the higher schools. High schools, wisely conducted, will return to the communities in which they are situated ten-fold what they cost in good influences and good citizens. Time will prove this. While the people demand economy, they will pay cheerfully whatever is necessary to make all the schools thorough and efficient.

6. The State cannot afford to leave to individuals, to chance, or to charity, that on which its own existence depends. The State is as much bound to educate its law-makers and its leaders as it is to educate its voters. Generals and colonels are as indispensable to an army as are the common soldiers. Hence, in self-protection, the State must encourage higher education.

TEACHING CHILDREN TO STUDY.

Teaching children how to study—how to prepare their lessons—is by no means one of the teacher's minor duties. Children need to be directed in their studies. A few simple suggestions on the part of the teacher will often enable the child to get at the essential points in his lessons and accomplish twice the amount of work in a given time. It would be a wise arrangement of the time if children, in school, could be so arranged as that they could do most of their study under the eye of the teacher. If possible, times for study should be set apart, and the teacher should devote himself entirely to supervising the work. The following from the Glasgow (Scotland) News is in this line of thought, and contains many good points:

"As for the teacher, his duties are dual in their character. His function is not only to impart knowledge, but to ascertain to what extent the pupil's mind has been affected by the knowledge imparted and retained. To do less than this is not to teach; and even more than this must be done, or there is no education. In order to earn the title of educator, the teacher must draw out the mind of the pupil, make it alive to its own potentialities, and guide it into accurate methods of thought. How many teachers in our modern middle-class schools do this, or are capable

of doing it? 'how many of our modern middle-class schools are really educational establishments? This is, in point of fact, the great weakness of our modern system—that in most middle-class schools, as at present conducted, there is no education and even very little teaching. This may seem a startling statement, but it is none the less true. Our modern middle-class schools are, in too many cases, simply establishments where pupils may repeat the book lessons which they have got by rote elsewhere. The persons who arrogate to themselves the title of teachers do not teach; nowadays they simply listen to the repetition by the pupil of those book lessons, which he has prepared either unaided, or with the assistance of his friends and relatives, or his tutor at home. If these friends and relatives are unable, either through lack of education, or lack of memory, or lack of time, or of all three, to teach the pupils at home, heaven help the poor children! They are immediately distanced in the race by those who have tutors, or whose relatives have the best education and the most time and inclination to teach at home. Proper emulation ceases if the pupils are not all on the same platform. Those children who have no one at home to help them in the preparation of their lessons, soon come to perceive how heavily handicapped they are in comparison with their more fortunate schoolmates. Many of them lose heart then. Children have a keen sense of injustice, and who shall tell the number of blasted and soured natures which has resulted from the first bias thus communicated during school days? At many boarding schools it is the junior master who superintends the preparation of lessons. But why should it be the junior masters to whom is delegated the most honorable and onerous part of the duty of teaching? It is a simple thing to listen to a pupil while he repeats a lesson, and to check him when his memory fails, or when he is guilty of mispronunciation or false quantities, or when he jumbles the terms of a compound proportion question. It is a simple thing when a mistake is made to ejaculate "next boy," until the correct answer is obtained. But that is not teaching, although in most modern middle-class schools it is all that is supplied under that name, and in return for very handsome fees. The true teacher is he who assists in preparing the lesson and in imparting the instruction—not he who contents himself with examining the pupil after the lesson is learned and the instruction imparted."

"NORMAL."

The following, from the Common School Visitor, contains a vast deal of good sense, and deserves more than a passing notice:

"Perhaps no institutions in our country are more thoroughly misunderstood than the Normal Schools. In the estimation of some, the term "Normal" has a kind of magic potency to change ignorance into intelligence, and inefficiency into competency. It is supposed to be a fountain

of special virtues, from which it is only necessary to imbibe a few draughts in order to become as wise as Solomon. By others it is supposed to be a kind of literary machine shop, wherein unfortunate applicants for county certificates may enter and be fitted out with necessary qualifications, ready made.

"And then again the name is applied to all manner of schools, from university—where it really belongs—down to the country singing school. To such an extent has this word "Normal" been bandied about, among third and fourth-rate academies and colleges, that it has really become a term of reproach and a synonym for 'shoddy,' in the estimation of the better class of literary and scientific institutions."

It should be remembered that the legitimate work of a normal school is "teaching teachers how to teach, and institutions whose chief work is to teach the subject-matter of the various branches have no claim to the name "normal." This word is almost as much abused and misused as the word "professor."

RED TAPE.

There is a growing tendency in most of our graded school systems, especially in the larger cities, to cumber the schools with machinery and run them in grooves. A limited amount of machinery is necessary, if not essential, to the smooth running of any school or system of schools, and the larger the school or the system of schools the more machinery will then be needed; but too much of this becomes burdensome. We have marked this superfluity in the calling and dismissing classes, in calling and dismissing school, in calling upon pupils to recite, in the forms of analysis required in explaining problems and in parsing words; we have noticed it in the forms of reports superintendents require of teachers, and in the records superintendents keep and in the reports they make.

We believe in system and in order, but at the same time we believe in simplicity and in freedom. We believe that nothing should be done in connection with the school work without a reason for it. Time is too precious to spend it in taking any unnecessary steps. If a teacher calls and dismisses classes one at a time, he should be very certain that he is making a wise use of the time so used; if he call his roll twice a day, he should know why once would not serve every purpose; and if he calls it but once, he should know why he does that. If he requires a child in beginning a reading lesson to name the page, the number of the lesson, the subject and the number of the verse, he should have a sufficient reason for each step or abandon it. A superintendent should ask for no items in his reports that he cannot use. The motto should be, just as

little "red tape" as possible—the largest liberty consistent with good order and good work.

In this connection we notice another wrong tendency, and that is, many superintendents are inclined to impress their own methods and forms so strongly upon their teachers as to destroy or supplant for the time the teacher's own originality. When this is the case, the result cannot be the best. Far better is it to give teachers general ideas and definite outlines and then require of them *results*, leaving the details and methods to the teacher. No teacher can ever succeed in making independent thinkers of her pupils who is not herself self-reliant and, to a degree, original in her methods. Mr. Gardner, a late principal of one of the Boston schools, once said to one of his assistant teachers: "I shall demand of you *results*, but you may take your own method of producing them. I shall not complain of your method if the right results come. I shall always be glad to give you advice, but—one thing more. If you adopt your own course and methods, you may fail; if you try to copy mine, you certainly will. In teaching, no one can copy another; he must be himself. I do not undervalue experience, of course; but after all, in a very high sense, a teacher is born and not made." We commend the above to the careful consideration of both superintendents and teachers.

THE CENTENNIAL

We have to report this month that the preparations for Indiana's educational display are going steadily forward. A large amount of material is already in the hands of the committee, and there is no doubt whatever that both the quantity and quality of the products sent from this State will do it and the teachers credit. Several parts of the exhibition will have to be curtailed or given up entirely unless more money is received. The amount necessary to make the exhibition as it should be made will be at least \$5,000. The amount raised and sent in by the schools, up to this time, is less than \$3,000. The committee is exercising the strictest economy, and will make every dollar reach as far as possible. State Superintendent Smart recently visited Philadelphia and reports that one or two of the states, which have large sums of money at their disposal, are erecting separate and independent buildings for their educational departments, and that several other states will not make any show at all. Indiana is assigned a good position in the main building, and will have as much space as any other state exhibiting in this building. By a very little effort on the part of several of the teachers, all the needed additional money can be raised, and a display can be made that no Hoosier will be ashamed of.

What will be done with the products after the Exposition is over?

They will be returned to Indianapolis and remain there subject to the

parties sending them. The committee hope that most, if not all the material sent in will be donated, not to the committee, nor to the superintendent, but to the Department of Public Instruction. If this is generally done, a room will be provided and Indiana will have a permanent centennial, that anybody visiting Indianapolis may call and see. At the time of the State Exposition, the articles can be removed to the Exposition building, and in this way the school work and school system can be presented to the people and kept before them in a very effective way.

POLITICS AND EDUCATION.

While it is universally admitted that our common school system lies at the very foundation of a republican form of government, and that only an educated people can be a free people, it is remarkable to notice how politicians crowd everything of an educational nature into the background. To illustrate: Not a state officer, from the governor down, has it in his power to do so much for the general welfare of the state as the Superintendent of Public Instruction. In no other office is more ability required, if the work be done in such a way as to result in the greatest good to the children of the state; and yet he is paid the smallest salary, by more than one-half, of any other state officer. He is not allowed an office in the building provided for the other state officers, but is compelled to *rent* other quarters.

The Independent State Convention nominated a school boy to this important office in preference to one of the most prominent educators in the state, because the latter declared himself an educational man and not a politician. Prof. Alex. M. Gow, a man of admitted ability, and a life-long Republican, utterly ruined his chances for a nomination by the Republican convention by saying that the Independents might nominate him if they wanted to. The Republicans, in rearranging the order in which the state officers should be nominated, changed the place of Superintendent of Public Instruction from *near* the bottom, to the "tail end." A delegate from one of the largest counties was authorized to cast the vote of the county for superintendent. His written instructions were, not to cast the vote for the best man, but where it would do the most good for "our candidate." It would doubtless be for the public weal if this strictly educational office could be removed entirely from the arena of politics and made an appointive rather than an elective office.

STATE SUPERINTENDENCY.

As often as there is a recurrence of nominating conventions, one is reminded of the humiliating fact that the supervision of the educational affairs of the state, is regarded as a matter of slight importance to the people. The last name upon the ticket is that of Superintendent of Public Instruction. He is always the last candidate nominated by the convention, and is often selected more because he happens to live in a section of the state having less than its share of candidates, than because of any fitness for the position. In the convention the State Superintendency is a matter of barter. No section cares much for it, and every county is ready to trade its votes for superintendent to any party that can give anything in return.

Only one thing seems to be necessary—fidelity to party. The Independent candidate must be one who will "teach the children to shoot greenbacks." The Republican candidate must be one who has never presumed to "scratch." The Democratic convention has not yet determined what shall be the distinguishing mark of its candidate.

Conventions dare to do this, because "school teachers are not politicians," and "will vote with the party." That teachers are not politicians is true, and creditable as well. That they will not *always* vote with the party that is ready to jeopardize and even sacrifice the educational interests of the state, by intrusting them to incompetent hands, is also true.

The common school is not the foster child of any one political party. It is a necessary element of republican government, and belongs to all the people. All political platforms have this plank in common. Why then should the question of party have aught to do in determining who shall be the Superintendent of Public Instruction? In case two candidates have like qualifications for the office, the voter may safely gratify his predilection for his own party; but when there is weakness, inefficiency, and a total want of all those attributes that a superintendent should possess, in the one candidate, while another is possessed of culture, scholarship, wisdom to direct and power to execute, no true friend of the common school will jeopardize its interests for the sake of his party, by casting his vote for the former. It is now time for men, and especially teachers, everywhere to proclaim their independence of party, at least so far as the welfare of the public school, the common heritage of all, is concerned. The common school has a foundation deeper and broader than any party. For a political convention to "resolve" that it shall be maintained, is very much like resolving to maintain the laws of gravity. Physical death is not more certain to him who defies the latter, than is political death to the party who questions the former.

Let the best man be selected for State Superintendent, whether he be
a Democrat, Republican, or Independent. . . . B.

PURDUE UNIVERSITY.

Since our last issue the trustees of Purdue have done themselves much credit by electing as president of the university the Hon. E. E. White, of Ohio. Mr. White has a national reputation, is in the fullest sense a common school man, and will have the hearty support of the teachers of the state. If the trustees will now have the good judgment to put the management of the institution, so far as its internal and strictly educational policy are concerned, almost exclusively into his hands, we feel confident that Purdue will soon become an honor to the State.

Mr. White was not an applicant for the place, and it is not yet certainly known whether he will accept. It is to be hoped that he will.

THE article in this number of the Journal on Drawing, is rather lengthy, but presents the subject so fully and so well in all its bearings, that no one, at all interested in the subject, will begin to read the article and stop before he has finished it. The ways in which drawing can be made *useful* in the various walks of life are not well understood even by teachers, and the subject needs more study. The author, Prof. Brown, of Purdue University, has studied the subject thoroughly, and has presented to the readers of the Journal an article that they cannot afford not to read.

O. H. SMITH was nominated at the late Republican convention as candidate for Superintendent of Public Instruction. Mr. Smith is a native Hoosier, born 1831, worked his way through college, and graduated at Ashbury in 1856. Most of the time since his graduation he has been engaged in teaching. He has been principal of academies at Thorntown, Danville, and Rockport. Some four or five years ago he left the profession of teaching and entered the ministry in the M. E. Church. One year ago last fall he returned to his first love, and took charge of the public schools of Jeffersonville, where he remained one year. At the present time he is superintendent of the Rockport schools. Our information is that Mr. Smith has given general satisfaction wherever he has taught. He is a christian gentleman, and if elected will put forth his best endeavors to keep the educational cause moving onward.

R. S. BLOUNT, the nominee for Superintendent of Public Instruction on the Independent ticket, is a student at the N. W. Christian University. We are informed that Mr. Blount has had no experience as a teacher except for one or two terms in a country school. The chief argument used in favor of his nomination was that he would teach and preach the greenback theory of currency wherever he went. He may be a very clever young gentleman, but, with his experience, to aspire to the leadership of the educational forces of the great State of Indiana, requires an amount of *cheek* that is amazing.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1875.

ARITHMETIC.—1. What is the quotient of sixteen and ten thousand five millionths divided by eight and one hundred five ten thousandths?

2. Define cube root and illustrate the process of finding it.

3. Find the quotient of a complex fraction divided by a mixed number.

4. What will it cost to excavate a cellar 40 feet 6 inches long, 21 feet 5 inches wide, and 4 feet 3 inches deep; at \$1.75 a cubic yard?

5. Define the terms, Insurance, Premium, and Policy.

6. The interest of \$560 for 2 years, 4 months, 15 days, was \$106.40, what was the rate per cent.?

7. What is the square root of 622521?

8. What is the distinction between arithmetical and geometrical progression? Illustrate the difference.

9. If 7 men can mow 35 acres of grain in 4 days, how many acres will 10 men mow in $3\frac{1}{2}$ days?

10. A cistern is $\frac{3}{4}$ full of water; after 35 gallons are taken out, it is $\frac{1}{4}$ full; how many gallons will it contain?

GEOGRAPHY.—1. Which hemisphere contains the more land, eastern or western? Which contains the more water, northern or southern.

2. What is the latitude of a place on the equator, and what is the longitude of either pole?

3. Bound the United States. Bound Alaska.

4. Locate the following islands: Nantucket, Anticosti, Candia, Man., and Madagascar.

5. Name the three states in the Union richest in mineral wealth, exclusive of gold and silver.

6. Locate Terra del Fuego. What strait divides it from the mainland?

7. Name two principal cities in England, two in Ireland and two in Scotland.

8. When it is midsummer at Cape Hatteras, what is the season at Cape of Good Hope?

9. What are the principal exports from the United States?

10. What are the principal natural productions, and what the principal manufactures of Indiana?

GRAMMAR.—1. What is the difference in meaning, if any, between the sentences, "If I am sick will you help me" and "If I be sick will you help me?"

2. What is the difference in meaning, if any, between the sentences, "I shall call and you shall help me," and "I will call and you will help me?"

3. In the sentence, "The how and the why are to be learend," parse *how* and *why*.

4. Is it correct to say, "If he go to school he shall learn?" Why do you think so?

5. Change the sentence, "The boy flew his kite over the house," into a sentence in the passive form.

6. Conjugate the verb set in the future, indicative, progressive, and in the future, indicative, passive form.

7. Decline *who*, *which* and *what*, singular and plural.

8. Give the distinction between personal and relative pronouns.

9. Write and name the participles in the active and passive forms of the verb *sing*.

10. Write the possessive, singular and plural, of *man*, *key*, *fly*, *mouse* and *them*.

HISTORY.—1. Where did Tecumseh organize his confederacy?

2. How many and what great battles have been fought in Indiana?

3. What states were carved out of the Northwest Territory?

4. When was New Hampshire made a royal province?

5. How many years was the government conducted before the constitution was formed?

PHYSIOLOGY.—1. Why are very cold or very hot liquids unhealthy for drinking?

2. State the qualities of good winter clothing; also of good summer clothing.

3. Explain why it is not well to eat immediately before or after violent exercise.

4. Describe the structure of a muscle.

5. What requisites are necessary for the proper development of the muscles?

THEORY AND PRACTICE.—1. What advantages have resulted from adding physiology and history to the list of branches required to be taught in common schools?

2. Describe the necessary articles of furniture, apparatus, etc., of a well furnished school room.

3. What use would you make of a blackboard? What particular use of a globe?

4. What do you consider suitable exercises for the daily opening of a school? What do you expect to accomplish by such exercises?

5. Write in full the order of exercises for one day of school.

THE CENTENNIAL—INDIANA.

As the day approaches in which our own native state is to measure arms educationally with her thirty-seven sisters, and that too in the eyes of the whole civilized world, we confess to a little nervousness lest something be left undone which might add to the fullness or brilliancy of our exhibit.

The Central Educational Committee are, and have been, doing all in their power to make a complete success in every department of this complicated effort. They are working hard, and, we believe, with wonderful efficiency. Tiresome and unthankful, as we know, the task assigned to them must be, it is to be hoped that no member of the committee shall become discouraged, but, on the contrary, let *every teacher* and *every friend of education* in the state, stand by this committee, hold up their hands, by good words of cheer and material assistance. Let us make one steady, long pull, and all pull together until this work is accomplished. If more money is needed, let it be forthcoming; if more and better school products are desirable, send in your best. The money is safe in the hands of J. M. Ridenour, treasurer. Every cent of it will be judiciously applied, and the school products will be cared for. Indiana cannot afford to do a mean thing in this her first effort to compete with older and wealthier states.

There may be some differences of opinion among educators as to the best method of making our centennial exhibit, but there is certainly no time now to *quibble*. After this our first centennial is over, we shall have a hundred years of time in which to settle all these minor differences of opinion. What we want now is harmony of counsel and unity of action.

J. M. OLCOTT.

STATE UNIVERSITY.—The annual report of the trustees of the State University, submitted to the Governor, indicates the receipts during the year from all sources to be \$47,583.50, and expenditures \$47,171.46, leaving a balance on hand of \$412.04.

The arrangement made at the suggestion of the State Board of Education to admit students into the freshman class from the many high schools of the state which have provided the same in a higher course of study as that provided for the preparatory department, has worked satisfactorily. While there has been no falling off in actual scholarship by the change, but on the contrary an improvement in that respect, one marked and most encouraging effect thereof has been the fact that more than nine-tenths of those who have entered the freshman class since the change was made, have entered upon the regular course of study. This alliance between the common schools and the University is to be fostered by the State as the source from which shall come her best citizens and most accomplished scholars. Application up to the present time has been made from twenty-five high schools for admission to the privileges of the University upon the arrangement above noted. The number of

students now in attendance is 426, distributed as follows: Preparatory, 123; Literature and Science, 140; Law, 50; Medicine, 107. Arrangements have been made by which the University will be represented in the Centennial.

C. B. BARTHOLOMEW, formerly of Laporte co., now of Rush co., has just perfected arrangements whereby he will take charge of Central Normal and Commercial School, to be located at Centreville, Wayne county, Indiana. The first term will open April 10, in the old White Water College building. The people of Centreville are enthusiastic and hope to have an institution built up in their midst that will be a credit to that part of the State.

THE next meeting of the National Educational Association will be held at Baltimore, July 11, 12, and 13. The Department of Superintendents will meet July 10. The arrangement will enable teachers to attend the Association and visit the Centennial in the same trip, and with but little additional expense. The time and place have been arranged with reference to this one thing.

A SCHOOL for field and laboratory instruction in Geology will be opened early in July, under the auspices of the Cornell University, at Ithaca, N. Y., if a sufficient number of applications are received before April 1. Prof. Theo. B. Comstock will be director.

ALL the Greensburg teachers take and read the Indiana School Journal. It is not necessary to add that their schools are among the best in the state. C. W. Harvey is the sup't.

THE Rushville schools gave an entertainment Jan. 31, for the benefit of the Centennial fund, and cleared \$60.

MISS LOVEJOY, teacher of reading in the Indianapolis high school, has dramatized the Hoosier Schoolmaster. Some of the pupils gave an amateur performance of it in the Opera House at an expense of \$100, and still cleared about \$175 for the Centennial fund. It was a success, and will be repeated.

ANSWER TO QUERIES.—Thomas Paine said, "These are times that try men's souls." Charles Cotesworth Pinckney said, "Millions for defense, not a cent for tribute." Wordsworth said, "The child is father of the man."

THE *Reunion* is a 16 page quarterly published by A. Holbrook president of the National Normal School at Lebanon, Ohio. While it is intended more especially for the students, present and past, of this school, it contains matters of instruction adapted to all teachers alike. We bind it with this No. of the Journal.

THE Ohio State Teachers' Association will meet June 28. Superintendent Findley, of Akron, O., will deliver the inaugural address.

EDITOR INDIANA SCHOOL JOURNAL:—Is it not strange that the Northern Indiana Teacher, published at South Bend, should devote its February issue exclusively to the proceedings and addresses of the Michigan State Teachers' Association and not say a word about the Indiana Association, held at the same time?

A NORTHERN IND. TEACHER.

Inasmuch as the Teacher is half Hoosier and half Wolverine, we presume that all things will be made right by devoting the next number exclusively to the Indiana Association and its addresses.

SUNDAY SCHOOL teachers who are troubled to know what to do on Quarterly Review day, should send and get *The National Sunday School Teacher* for March. That has in it a Review Exercise a great deal more profitable and just as interesting as the very best of "Concert Exercises."

THE Connersville schools are in good favor with the community, and well sustained. The high school gave a second entertainment for the benefit of the Centennial February 22. J. L. Rippetoe is the man at the head.

HENDRICKS COUNTY.—The County Board of Education of Hendricks county have adopted the following sensible rule: "If parents or guardians refuse or neglect to furnish for their children such text-books as they require, after reasonable notice, the teacher may exclude their children from all recitations."

VANDERBURG COUNTY.—Superintendent J. W. Davidson is preparing two volumes of examination papers of the district schools for the Centennial Exhibition. The schools take considerable interest in the matter and the effort will result in elevating the scholarship of the schools that participate.

KOSCIUSKO COUNTY.—The schools of this county, we learn, are in good condition. No report of the institute held last fall has reached the Journal, but the institute is said to have been one of the largest (210) and one of the best held in the state. The county commissioners generously gave \$50 to help defraying expenses. W. L. Matthews is sup't.

CASS COUNTY.—The teachers of Cass county are allowed to hold institutes on Fridays without a reduction in pay. As a result teachers are prompt in attendance, and institutes are becoming more popular.

JAY COUNTY.—S. K. Bell, superintendent of Jay county, sends \$16.35 contributed by Jay county teachers to the Hopkins Monument fund.

ELKHART.—Report of the Elkhart public schools for the month ending January 14, 1876: Number of pupils enrolled, 1,184; average number belonging, 1,071; average daily attendance, 1,006; per cent. daily attendance, 98.8; times tardy, 278; no. cases of truancy, 22; number not absent or tardy, 484; number of visitors, 94.

The report of the Elkhart County Teachers' Institute has been published in a neat eight-page pamphlet.

HUNTINGTON.—The Huntington schools held their third semi-annual examination, embracing the entire week, closing Feb. 4. The examination was general, and for the special benefit of the public. These public oral examinations when well conducted, as they seem to have been in this case, always result in good to both pupils and patrons. Jas. Baldwin is the superintendent.

BUTLER.—The trustees and teachers of the Butler schools have been sued for damages to the amount of \$500, for suspending the daughter of a Mr. Hopkins for the violation of a truancy regulation. Such rules are essential to the success of schools, and the law will doubtless sustain the school authorities.

SPICELAND.—The Spiceland Academy opened its winter term Jan. 4, with the largest attendance it has ever had in its previous history—*"Thoroughness—not quantity but quality,"* is the motto of the teachers. The school is certainly a good one, and was never before in so good condition. Timothy Wilson is principal.

GREENFIELD.—The average attendance of the Greenfield schools is about 800. The schools gave two exhibitions for the benefit of the Centennial, and cleared over \$50. Seven teachers are employed. J. H. Binford is sup't.

RICHMOND.—The Richmond schools are without question good. John Cooper, the superintendent, always makes good schools. Every one of his teachers takes and reads a good School Journal—one secret of success.

LAWRENCEBURG.—Good reports reach us of the Lawrenceburg schools under the supervision of J. R. Trisler. They are not forgetting the Centennial.

LOGANSFORT.—Twenty-one of the Logansport teachers out of the thirty-one, attended the late State Teachers' Association. This shows enterprise.

PERSONAL.

JAMES A. YOUNG, late superintendent of Fountain county, is making all his arrangements to enter Yale College next fall. He hopes to graduate in two years. Mr. Young is a young man of more than ordinary ability and great energy, and if he continues his studies till he graduates at Yale, we predict for him more than ordinary success in any calling of life he may choose.

F. O. BURDICK, an old Indiana teacher, is now principal of the graded schools of Sharon, Wis.

THE many friends of Miss KATE STEERE will be pained to hear of her sudden death. She died in Indianapolis, Feb. 7, 1876, after having lost but two days from her school work. For several years she had been principal of one of the largest school buildings in the city, and Indianapolis enrolled among its large corps of teachers no one who was more conscientious, more efficient, or more respected. The Indianapolis teachers passed appropriate resolutions; and Superintendent Brown, in giving a sketch of her life, pays her the following high tribute:

"Loyalty to duty was the guiding principle of her life, independent and self-reliant in matters of thought, to conscience she seemed to yield implicit obedience. That was to her the light that went before, which she reverently followed, and which we believe has led her into a purer and better life beyond. She has lived noble. She has died with her armor on, the true soldier that she was. It seems as if she could not be spared from our number, that there was yet much for her to do, which she could do so well that the noble work to which she gave her life would go on but haltingly without her powerful aid. But it is possible that she shall yet render valuable service to the cause if we shall be able to catch something of the inspiration of her life, and through her death be led to nobler, truer thoughts and better deeds, if from her example we shall learn anew the lesson of fidelity to duty; if, like her, we shall come to have a larger faith in the final triumph of the right, and see in the work in which we are engaged the grand opportunities it affords for benefiting humanity."

WE regret to announce the death of Miss Augusta Morse whose home was in Wabash, and who was formerly a teacher in Wabash, but for several years past has been a teacher in the Indianapolis schools. She was an excellent teacher, and was greatly loved by her associates. The Indianapolis teachers met and passed resolutions of sympathy and regard.

Prof. S. K. HOSKOUR, of Indianapolis, celebrated his golden wedding February 7. He is, perhaps, the oldest teacher still in the work, in the state. For a number of years he conducted an academy at Cambridge City, and had for his pupils Oliver P. Morton, Lew Wallace, George W. Julian, and others who have since won distinction. He has been an active member of the State Teachers' Association; for three years served on the State University Board; was for some time State Superintendent, to fill the vacancy caused by the death of Mr. Fletcher, and for seventeen years been Professor in the North Western Christian University, where he at present holds a professorship.

EDWARD WISE, superintendent of Daviess county, will resign the office about the first of June, and move to Jonesboro, Tenn., whither he goes to take charge of the "Southern Normal and Training School." Prof. Wise has accomplished a good work in Daviess county, and we bespeak for him equally good success in his new field of labor. We regret to have him leave the State.

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H. A. EORD, editor of the Michigan and Northern Indiana Teacher, read a paper at the late Michigan Teachers' Association on the "Relation of Social Science to Education," full of good thought and important suggestions.

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FREEMAN COOPER has charge of the Russiaville Academy. His spring term will begin April 10.

E. E. HENRY, formerly of Worthington and Noblesville, this state, now has charge of the schools at Wadsworth, Ohio.

TEMPLE H. DUNN and R. G. Boone will open their Normal at Clay-ton, April 4.

THE Greentown school is flourishing under the care of D. V. Long. A new school house, next summer, is on the programme.

J. C. GREGG, superintendent of the Tipton schools is suffering from ill health.

J. S. HUNT, principal of the Columbia City high school, represented Whitley county in the late Republican convention.

W. H. POWNER expects to leave active school work and return to his farm. Decatur county schools will suffer a serious loss by this step.

A GREENSBORO letter tells us that the schools at that place are prospering well under the care of A. D. Woolford.

R. A. STURGIS is principal of Bloomfield high school.

INSTITUTES.

ALLEN COUNTY.—The Allen County Teachers' Institute held its annual session at the court house in Fort Wayne, commencing January 24, 1876. The attendance was very large, it being probably the largest institute of its kind ever held in the State. The number of actual teachers enrolled was 381. The corps of instructors was numerous and able. Prominent among these were J. M. Olcott, Cyrus Smith, Jno. Goodison,

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INSTITUTES.

ALLEN COUNTY.—The Allen County Teachers' Institute held its annual session at the court house in Fort Wayne, commencing January 24, 1876. The attendance was very large, it being probably the largest institute of its kind ever held in the State. The number of actual teachers enrolled was 331. The corps of instructors was numerous and able. Prominent among these were J. M. Olcott, Cyrus Smith, Jno. Goodison,

Daniel Hough, and E. H. Ely, all of whom were from without the county. Of the instructors within the county, Miss L. M. Thompson, Miss Carrie B. Sharp, Miss Frank Hamilton, Miss L. I. Drake, Miss C. D. Fuller, Capt. J. Tyler, F. Whiteleather, L. M. Dillman, and G. W. Allyn were noticeable. Superintendent Hillegas was ably assisted by Dr. John S. Irwin, Profs. Wright and Sharkey. Lectures were delivered by J. M. Olcott, John Goodison, J. Dean, Judge R. S. Taylor, Rev. R. D. Robinson. The institute was furnished with excellent music by Prof. W. F. Heath and his pupils of the public schools, and Prof. S. B. Morse, of the Indiana Conservatory of Music, and his pupils.

As a proof that the services of Superintendent Hillegas are appreciated by the teachers of Allen county, he was presented by them with a fine American hunter-case gold watch. All unite in saying that the institute was by far the most interesting and successful ever held in the county. The schools, both within and without the city, under the present *regime*, are rapidly improving. The regular and full attendance at the institute proves that the people are aroused upon the subject of education.

S.

HARRISON COUNTY.—The Harrison County Teachers' Institute closed Sept. 4, 1875. There was a good attendance by the young teachers of the county, the enrollment being 115. Prof. J. H. Maddox, of Bedford, directed the exercises, assisted by Messrs. Fink, Kellar, Henobaugh, Boyers, and Shaw. The attention of the institute was paid, chiefly, to the ungraded schools and to school government.

S. D. LUCKETT, Supt'.

[The editor regrets the delay in the publication of the report of the above named institute. It was not intended.]

LOCAL.

INDIANA STATE NORMAL SCHOOL.

TERRE HAUTE, IND., Jan. 1, 1876.

Teachers of Indiana:

The Spring Term will begin March 29, and close June 27.

The State Normal School was created by the Legislature for the special purpose of instructing and training teachers for the public schools of the State.

Special training is given in habits of study and in methods of investigation.

Right ideas of education and of the educating process are inculcated.

A professional school for teachers must strictly confine itself to qualifying them for their work. They need this special preparation no less

than the lawyer or the physician. Their education must comprise a scientific knowledge of the branches they are to teach, a careful investigation of the faculties and power of the minds which they are to instruct, and practice in conforming the one to the other. Without this professional training their work must remain experimental; it will lack that definiteness and certainty which ought to characterize every step in the process of education. The instruction of youth should no more be entrusted to experimental teachers, than the treatment of the sick to untrained physicians.

The State cannot afford to maintain a normal school whose efficiency is not of the highest order.

The character of the instruction and training of the State Normal School, for its thoroughness and completeness in the field it occupies, commands the respect and confidence of the leading educators of the country.

CONDITIONS OF ADMISSION.—Students, if females, must be sixteen years of age; if males, eighteen. They must possess good moral character and average intellectual abilities. If residents of Indiana, they must promise to teach, if practicable, in the common schools of the State a period equal to twice that spent as pupils in the Normal School.

They must pass a fair examination in reading, spelling, geography, and in arithmetic through per centage. They must write a legible hand and be able to analyze and parse simple sentences.

EXPENSES.—Board, including fuel and light, can be had in good families at \$4 to \$4.50 per week, according to quality of accommodations.

By renting rooms and boarding themselves, students reduce their expenses for boarding to \$2.50 per week.

There are good facilities for self-boarding, and for club boarding, in the city.

WHAT TO DO ON ARRIVING.—Any one coming as a student, and unacquainted in the city, can report himself at the Normal Building at any reasonable hour, where some one will be found to give needed information in regard to boarding.

WORK.—No adequate idea of either the matter or method of instruction in this institution can be conveyed in a brief circular.

COURSES OF INSTRUCTION.—There are two courses of Instruction, an Elementary and an Advanced Course.

The branches taught in the Elementary Course are those required by law to be taught in the common schools of the State, together with such other instruction as is necessarily involved in a *science* of teaching.

Observation and Practice, in the Model or Training School, constitutes an important part of this course of training.

The Advanced Course is for those who have completed the Elementary Course, or its equivalent. Those who graduate from it will be able to

take the highest positions in any of the high schools of the State, or the principalship of the schools of any town or city.

BOOKS.—Students should bring with them such standard text-books as they have on the common school branches, for the purpose of reference.

SPECIAL ATTENTION is called to the following points:

1. Tuition is free, and there are no incidental fees.
2. The instruction is systematic, philosophical, and organic.
3. The discipline is such as to lead the pupil to self-government and to the formation of a worthy character.
4. There are good Reference Libraries in the school to which the students have access without charge.
5. Two good Literary Societies are in successful operation.
6. *Observation and Practice in the Model Schools.*—Students are required to *observe* until they can accurately report and interpret the meaning of each exercise; to *practice teaching under criticism* until they can plan and conduct recitations and manage classes efficiently.
7. Successful undergraduates obtain good situations at good wages.
8. Graduates are commanding from \$50 to \$150 per month.
9. The Diploma of the Normal School is, by law of the State, equivalent to a State Certificate, relieving the holder from county examinations.

W. A. JONES, President.

INTEGRAL CULTURE—MT. UNION COLLEGE.—The late Chief Justice Chase, as Trustee, sounded the key-note, "Mount Union being the best College in the land for Integral Education, should the most freely and widely extend its superior advantages equally to our country's worthy poor or self-dependent." Attendance in Departments last year, 1,212; different students from first 11,647, of whom 7,874, one-third ladies, have taught public schools.

Summer Term May 16, 1876. This College, by having erected buildings, keeps board about \$3.00 per week—club and self-board much less. Term-bill but a trifle, no extra charges for tuition or incidentals; students enter *any time* in term, at proportional rates; for catalogues, address O. N. Hartshorn, LL. D., Alliance or Mt. Union, O.

35 Centennial Readings. 35

Recitations and Dialogues, with a choice variety of other matter, (200 pp.) in "The Elocutionists' Manual" for 1876, sent postpaid on the receipt of 35 cents. J. W. SHOEMAKER & CO., National School of Elocution and Oratory, 1418 Chestnut st., Philadelphia. 2-3t

★ **TEACHERS:**—Your names, neatly printed in gold on one dozen fine assorted Visiting Cards, only 25c.; two dozen, 35c. *No samples free.*
2-3t Address EAGLE JOB OFFICE, Memphis, Ind.

INDIANA SCHOOL JOURNAL

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THE OBJECTS AND METHODS OF SCHOOL GOVERNMENT.

D. W. THOMAS.

OF the origin of civil government there are, at least, two theories. The first is that at sometime, in the far distant past, men, impelled by their wants and fears, assembled in some vast plain, surrendered a part of their rights that they might be protected in others, and chose the tallest man present for governor. This theory regards government as a kind of necessary evil; a compact of questionable propriety, and yet, upon the whole, possibly for the best.

The other theory, and doubtless the correct one, is that society is the natural condition of man, that it is of divine origin, that it derives its powers, not from the individuals composing it, but is inherent in society as such; that government is simply the machinery by which society is controlled, and that wherever society exists, government follows of necessity; and that, therefore, we are born into the nation as into the family, and should obey it for the same reason that a child obeys its parents. This theory presupposes that governments are founded upon just and equitable principles, and are administered in accordance with the dignity and worth of human beings. Sovereignty in the family resides in the parent, but that sovereignty is legitimate only when it is exercised for the good of the governed: so sovereignty re-

sides in the nation, but the organized expression of the nation's will, the government, must be such as to protect its subjects and promote the general welfare—must command the right and prevent the wrong. The authority of the parent and the nation growing out of the nature of the family and society, is inherent and within certain well defined limits absolute, being restricted only in this, that it must be exercised for the good of those over whom it has jurisdiction; their right to govern rests upon the same foundation; indeed, one is but the outgrowth of the other; first families, then tribes, then nations.

The objects of *civil government* cannot, perhaps, be better stated than is done in the preamble to the Constitution of the United States, viz: "To establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare and secure the blessings of liberty." How can these objects be best accomplished? History and observation teach that man, in a state of nature, is a slave to his passions; he knows no restraints, but rushes into the wildest extremes, in the gratification of his baser nature; but as his mind develops, he rises to a higher plane; within the soul arises the idea of obligation to duty; he begins to restrain himself, and finds a nobler self within. Right habits of thought and action are formed; he no longer feels the pressure of external restraints, for in his obedience to law he is only working out his own will. He thus becomes a new man, a good citizen.

By true culture, self-control is alone possible; thus the arts and sciences are improved, the designs of government understood, the welfare and happiness of the people and all the other objects of government, secured.

The parent should educate his child because it is his child and because of the relation he sustains to it. The State should educate the children of the State because it thus realizes the objects for which governments are instituted, without which law and order would give place to anarchy and confusion, and government itself become impossible.

Here, then, is an obligation resting both upon the parent and the State; but the obligation of the one does not impair the obligation of the other.

Duty on the part of the parent, necessity and duty on the part of the State, have given rise to that general system of edu-

cation, in this country, known as the public school. The school is a large family, in which the teacher takes the place of the parent. It is an epitome of society, in which the teacher is the legislator, judge, and executive. The school partaking of the nature, both of the family and society, government is one of its necessary conditions, and the right of the *teacher* to govern it rests upon the same basis as the right of the parent to govern his child, or of the nation to control its subjects, limited, as in the former cases, only by the restriction, that his authority be exercised for the pupil's good. This is the fundamental principle of school government, and were it fully understood by parents, pupils, and teachers, most of the difficulties growing out of school discipline would be avoided.

What is school government? It is a significant fact that when school government is mentioned, visions of switches, ferules, dark closets, and rows of boys standing upon one foot with arms extended, involuntarily rise before us. We are prone to forget that dark closets and painful attitudes belong to the dark ages and the inquisition; and that the use of the ferule and the rod, in most instances, is a substantial testimonial of the teacher's ignorance of the natural incentives to correct action. Nevertheless, we shall define school government as the controlling, directing, influencing, and the restraining of the motives and actions of the pupils.

The objects of *school government*, objectively considered, are the same as in civil government; subjectively considered, it is the development of mind—the attainment of scholarship. But to be more specific, we may say, that a proper object of school government is,

1. *To secure prompt and regular attendance.* The tardy boy makes the slothful man. The boy who fails to meet his school engagements promptly, will not, as a rule, be a reliable business man. The pupil who is irregular in his attendance at school can have no regular order or system in pursuing his studies; he soon becomes discouraged, loses his interest in school, and often finishes his education on the streets.

2. *Attention to study* is a proper object of school government. This implies not only the directing of the mind to a subject, but the holding of the mind upon it until it can be considered in

all its various relations, without which systematic knowledge is impossible.

3. A third object is to *protect pupils in their rights*. A disposition on the part of some pupils to do wrong, requires that necessary restraints be used to protect the innocent—to prevent wrongdoing. A pupil has a right to the use of his own property: to the privileges of the play ground; to the benefit of an orderly and quiet school room for purposes of study. He has the *right* to be protected from the evil influences of the vile, the profane, and the vulgar.

4. A fourth object of school government is to *secure the habit of self-control*. The eye should be trained to see, the ear to hear, the tongue to talk, the feet to walk, and—their negatives. The pupil who can control his hands, feet, and mouth; who can so concentrate his mind upon the task before him as to be oblivious to what is going on around him, who, when called to recite can rise quietly and quickly, and speak distinctly and talk intelligently; who can see what ought to be seen and hear what ought to be heard, is in possession of a power which, irrespective of the knowledge gained in securing such discipline, is invaluable.

5. As a fifth object of school government may be named *the formation of the habit of obedience*. Good behaviour is simply obedience to rightful authority, without which the objects of school cannot be realized, and even its existence would be an impossibility. Besides, we do as we are in the habit of doing. The obedient child becomes the law abiding citizen; the disobedient boy the lawless man. He that is restive under the judicious restraints of school authority, or openly violates its regulations, soon learns, if he has not already done so, to disregard the wishes of father and mother. He gives them to understand that he does not propose to submit to the tyrannical rule of the "old man," nor be tied to the apron string of the "old woman." In the convention, the social circle, the church, the State, he is an unruly member. He will often be found in the court room, but always in the capacity of client or criminal.

6. Another important object of school government is to *form right habits of thought and action*; to love right because it is right, and do right for the sake of right. This is the final cause of school government as such; towards this the utmost power of the teacher should be directed; the other objects mentioned may

serve as aids in the accomplishment of this end, this is the end itself. Right motives precede right thinking; right thinking, doing; and right doing from right motives constitutes good character. But occasional right doing does not constitute the habit of doing right; we acquire habits by constant and repeated action; hence the necessity of training pupils, in every instance, to determine whether a certain course of conduct is right in itself, and let that determine whether it is proper or improper.

I would emphasize the importance of leading pupils to form right habits of thought and action. Every one knows how easy it is to do, and how difficult it is not to do, those things he is in the habit of doing. If pupils form the habit of deceiving, lying, swearing, drinking, and the like, it generally continues with them through life, and often increases in power and influence in a geometric ratio. But, on the other hand, good habits may be formed which are as lasting and powerful as evil ones, and which become a kind of second nature, and right is done from mere force of habit.

The proper objects of school government, therefore, are such as to make pupils good scholars, law abiding citizens, true men; and may be thus summarized: 1. The acquisition of knowledge as a means—scholarship the end or result. 2. The habit of self-control as a means—obedience to law the result. 3. The doing of right from right motives as a means—true manhood the result. Toward the accomplishment of these objects, then, the efforts of the teacher should be directed, and the means employed to secure these ends should be worthy the results to be attained.

It is sometimes said, that there are as many methods of school government as there are teachers, and should be as many as there are pupils. This idea has, doubtless, arisen from a failure to distinguish between the manner of presenting the methods and the methods themselves. Human nature is much the same everywhere. The great difference observed in different individuals, is due more to the undue development or neglect of this or that particular faculty, than to its natural predominance or non existence. But it is not only necessary that we distinguish between the manner and the methods of government, but that we understand the nature of the material we are to fashion and mold into symmetry and beauty. The teacher who expects to do this work properly, either by pouring in or drawing out, without exciting

or bringing into active service all the faculties of the child's nature, is like the watchmaker who attempts to make a watch without a mainspring. But without an attempt at a strictly scientific analysis and classification of all the elements involved in this question of "methods," I shall treat them under the general heads: 1. Those which are in their nature preventive. 2. Those which are corrective. Of these two the former, on account of the variety of means employed, its adaptability to the necessities of the case, and its efficiency in the accomplishment of the desired result, is of much the greater importance.

We draw our inspirations from our surroundings; "we are like what we contemplate." Dante's *Inferno* never could have been written from Terrapin Tower, nor the *Beauties* of Ruskin in the Dismal Swamp. We listen to tales of suffering, and are sad; we are made cheerful and happy by the contemplation of the true, the good, and the beautiful. As we pass the hovels of poverty in the most uninviting portions of our cities and behold the wretchedness and filth within and without, we feel oppressed by our near approach to guilt and crime, and instinctively hasten away lest we be contaminated by its unhallowed influences; and as we pass to the pleasant walks, beautiful yards, and attractive houses beyond, we experience a feeling of relief, but wonder if, under like circumstances, we would live better than they. When we see school houses built upon the banks of some wet weather brook, in the corner of a three-cornered lot without any inclosure (or if in city or town without any lot at all), with poor arrangements for heating and none for ventilation; with walls bare of pictures and mottoes, if not of blackboards; with fifty, seventy-five, or a hundred pupils within struggling for breathe and longing for the prison doors to be opened, is it to be wondered at that pupils, with an ordinary degree of vitality and energy, should manifest, in some emphatic manner, their disposition to be free from such surroundings?

This doubtless is suggestive of the first step in the method of school government. Let the most beautiful location in the district, town, or city, be selected for the school house; let it be supplied with the proper apparatus and furniture; let it be well heated and properly ventilated; let the yard be large and beautifully ornamented, and all of the surroundings be pleasant and attractive. Such influences cannot fail to be prolific of good re-

sults. They animate the dull and restrain the mischievous; they wash faces, comb heads, clean boots, cultivate good manners, enoble the mind, and, I had almost said, purify the heart. This preparatory work is only indirectly under the control of the teacher. State legislatures and boards of education are supposed to be the responsible parties. Henceforth the school, as such, is in the hands of the teacher, and upon him and his methods depends the success of the school. "Activity is a law of childhood." The child is always laughing, playing, working, thinking, *doing something*. It is necessary to its physical, intellectual, and moral growth. This energy and vitality is the child's glorious possession; the teacher's golden opportunity. Let him take advantage of this essential element of the child's nature, and furnish it something to do. With fifty healthy, active children in a school room, there is a force no earthly power can suppress, and the attempt to do so is only a signal for failure and defeat. It may use the jack-knife as the medium and the desk as the object; it may work out in tattoos at the ends of the toes; it may come through the fingers, practically demonstrating the law of projectiles, by ascertaining the exact amount of force and the angle required to carry a bean, grain of corn, or paper ball, from the thumb of the pupil to the nose of the teacher; it may assume only the form of a clandestine narration of parties, presents, fashions, or sleighrides, or it may grow into open rebellion. The force is there and will manifest itself, and the only question for the teacher to determine is how to direct and control it so that it may be spent upon proper objects and for legitimate purposes. It has been said, with much truth, that "a school employed is a school governed." But that it may be profitably employed, the pupils must be properly classified and work assigned to each class. Then there must be a programme for recitation and study, otherwise the work will be unmethodical; too much time will be given to some branches of study, too little to others; besides, it is a law of the mind that it grasps a subject more readily at the same time each day than if no such regularity is observed in this regard. If ten o'clock is the hour for the study of arithmetic, ten o'clock is the time that the mind can best comprehend it. Therefore, that the teacher govern well, or rather that pupils govern themselves, they must have something to do, something they *can* do, and have a definite time in which to do it.

But will not these lessons become irksome and dull, and this enthusiasm wear off? How can this interest be kept up? A little observation as to how children are interested in play will answer the query.

There is a boy who has been playing with his broomstick-horse and headless doll until he is tired of them. Hand him a flower, and what does he do? First, he stops and admires it, then he takes hold of it, examines it, tears it to pieces and returns with renewed pleasure to his horse or doll. The flower attracted his attention because it was something new. It aroused his curiosity and increased his desire to know, and he began his investigation, not in a very scientific way to be sure, but, nevertheless, investigation. In this process he used his hands, and by the variety he was interested and pleased. The teacher, in assigning a lesson, should drop just enough facts in regard to it as to arouse the pupil's curiosity and increase his desire to know more about it. The manner of presenting the subjects and conducting the recitations should be such as to give freshness and variety, and thus hold the attention of the class. To accomplish these ends, a special preparation on the part of the teacher, for the work before him, is required. By this preparation he is so filled with the subjects taught, that he will manifest an enthusiasm which will inspire his pupils with a corresponding zeal and love for their work. Besides, pupils are very easily influenced by those whom they think to be their superiors in knowledge, but have a corresponding disrespect for those who assume to know what they do not. The estimation in which a teacher is held by the patrons of a school is an important element in school government, therefore he should cultivate their acquaintance, and so far as possible, secure their coöperation. The fact that father and mother have confidence in the teacher, carries with it a moral force that children seldom disregard.

To control others, the teacher must control himself. Teachers who, upon the slightest provocation, "tear a passion to tatters," or burst forth into a general tirade of invectives, will, as they ought, soon lose the confidence and respect of their pupils. Amid the perplexities and, mayhap, storms of the school room, the teacher, like the giant oak, must remain unmoved. But with firmness there should be kindness. The teacher who has forgotten that he was ever young, who has no sympathy with the

children, who does not realize that their trials are as real as his own, has outlived his usefulness as a teacher, and should quit the profession. Love begets love, and "he that would have friends must himself be friendly." Commend often, never scold. Sympathize with your pupils and love them, and they will love and obey you. The *will* of the teacher often forms too prominent an element in school government. It is the prerogative of the teacher to command, the duty of the pupil to obey; but in the teacher's will lies neither the ground of obedience nor the necessity for government. The teacher should not govern because he has the power to do so, but because it is his duty, because it is right. The *display* of authority is a sign of weakness on the part of the teacher, and an occasion for opposition on the part of the pupils. When the teacher says, by his actions, "I'll show you who is master," "You have got to come to my terms," it is simply a bid to the pupils to contest his claims to superiority, and usually they are not slow to accept the challenge. It is not necessary to write *I* with a small letter, but as a capital it should not be too large. "Coming events cast their shadows before," and the teacher assists in governing his school by observing the shadow, divining its import, and forestalling the event, if it is one that ought not to come to pass.

Some of the pupils, perhaps, have completed the task assigned them, and Betsey is inclined to giggle, Uriah has bent a pin and is seeking an opportunity to use it, Oliver has turned to William and they are ready to engage in a friendly chat; the teacher steps quietly to the board and writes out a few questions in arithmetic, geography, or history, and directs the attention of the idle ones to it. In a moment the mischief is forgotten in eager, anxious inquiry. Again, teachers may assist in controlling their schools by creating a public sentiment among the pupils in favor of good government—in favor of right. Public sentiment influences the school as it does society, and a regulation which does not commend itself to a majority of the pupils is difficult to enforce. This may be accomplished by incidents which arise in the school room, by questions which grow out of the lessons, or they may be introduced by the teacher. Let the pupils express themselves freely and frankly in regard to these questions, deciding what is right and what is wrong, giving the reasons for their opinions. Pupils in this way will be educated in the right, they

will be led to consider the influence of their own actions, and, when they do wrong, will be condemned by the standard of right they themselves have established

Teachers, to control their pupils, must trust them. It is a well known principle of law that a person is considered innocent until he is proven guilty; but teachers often, in effect, reverse this principle and treat their pupils as though they were treacherous and bad until they prove themselves loyal and good. Pupils who feel that they are trusted seldom betray that confidence. I have known teachers who could leave their pupils half an hour before time for dismissing them and they would study the appointed time, dismiss themselves in good order, passing down in line orderly and quietly. So far I have said nothing of merit marks, prizes, and all that class of incentives, and now dismiss them with the remark that if properly used they may serve as "go carts" to hold children up till they can walk alone.

However skilled the teacher, however well managed the school, whatever precautions may have been used, there will be infractions of the regulations of the school. This gives rise to the second class of methods, viz: Those which are corrective in their nature. A large majority of offences against authority in a well regulated school, is the effect of impulse rather than deliberate wrong doing. The motive of the offender determines the nature of the offense, and should determine the nature of the punishment. In most cases a word or look from the teacher will be sufficient; in other cases it may become necessary to have a private interview—a plain, unreserved, unimpassioned talk with the offender, during which it may be essential to indoctrinate him in the right, convince him of the wrong, and show him the influence of such a course of conduct upon himself and the school. Make him feel, by your manner, that you are his friend, and that it is for his good that you desire him to forsake the wrong and do the right, remembering, "That he that is convinced against his will is of the same opinion still." But there are those who are deaf to such appeals. Here is an opportunity for generalship—an opportunity to save a boy. You must study the boy—study him not to find out what is bad in him, you know enough of that already—but study to see what there is good in him; analyze his thoughts, words, actions; learn his history, the history of his family; study the method and means of approach;

thus you may gain the citadel of his heart and win him to the right. I know whereof I speak. There was a boy in my school that was considered incorrigible; his teacher and I had labored with him long, with little apparent success. One day he was sent to my office and during a very plain and earnest conversation, I said to him, Dan, if you care nothing for your school, your teacher, for me, for *yourself*, can't you do right for your *mother's sake*? His eyes filled with tears, and he said: "Mr. Thomas, I tell you what it is, it does a feller lots more good to talk to him that way than it does to jump onto him and pound him." He said that he had been doing wrong so long that it was hard to do right, but that he would try. I believed him, and, after some simple directions as to how he could prevent temptation in the future, I sent him to his room. That boy was never sent to my office but once afterwards, and then he acknowledged his fault manfully, expressed his regret for the wrong done, and I sent him to his room "clothed and in his right mind."

If the methods heretofore presented fail, there is but one of two things to be done—it is either hickory or hemp—whipping or suspension. Which of these should be resorted to first, depends upon the nature of the offense, home influence, the age and temperament of the pupil. It is not the design here to enter upon the discussion of the question of corporal punishment farther than to say, that if the moral forces of the pupil are so weak as to require the aid of physical pain to bring the *will* into subjection to them, the birch is by far the best instrument to use.

But back of all methods is the example, influence, and character of the teacher. "That like begets like, is not less a mental than physical law of nature." "As it has been beautifully expressed: "The old French guard was Napoleon's spirit working through a thousand bodies." A teacher of high moral aims and noble impulses, of kind and generous feelings, of a true and delicate sense of honor, is the embodiment of moral forces that will flash forth with every look, word, and act; elevating the bad, encouraging the good, and inspiring all with higher resolves and nobler purposes. Children are good imitators, and the teacher is often taken as the model. I have seen teachers so closely imitated in their walk, language, tones of the voice, and even the expression of the face, that I could have told who taught them

even had I not already known. Take the *exquisite* as a teacher, one who parts his hair in the middle or combs it down over his intellect (?), who oils his hair, dotes on his scarcely visible mustache, and sports a slender rattan. The children are *impressed*, and the mothers will have no rest until a sufficient quantity of lard is donated for lubricating purposes. The next morning their chores are done earlier than usual and their hair is greased, combed, and parted, *a la mode*. Their knives are brought into requisition in procuring walking sticks, and at an early hour, with radiant faces, they return to the school room, saddened only by the reflection that they must wait *so long* for the adorning of their upper lips, without which they can only approximate that standard of perfection to which their teacher has attained. Or suppose their teacher is coarse, slovenly, or profane; pupils are but too prone to follow his example. There *are* teachers whose mouths are ever filled with slang and—tobacco; whose necks and ears are strangers to soap and water; whose boots are never blacked, and whose pantaloons ever find a lodgment on their tops. There are others who fret and worry and scold; others who threaten and storm; others egotistic, self-important, and self-willed; and again others who are so deceptive and appeal to such low motives as incentives to school duty, “that will lead the children,” as one has remarked, “in after years to play the demagogue for office, or, as business men, pay without compunction fifty cents on the dollar of their honest debts.” Happily, for the credit of teachers, these are extreme cases and rarely to be met with; but so far as we, as teachers, are guilty of these vices, or neglect these seeming little things, that go to make up the character of the teacher, just so far is our influence bad. Let us see to it, then, that our example, influence, and character be such that when they are dauguerreotyped upon the minds and hearts of our pupils, that such impressions shall be made as will be approved by the Divine Artist, and as we shall be glad to behold in the life and character of the encoming generation.

MORTAL joy is ever on the wing and hard to bind; it can only be kept in a closed box; with silence we best guard the fickle god, and swift it vanishes if a flippant tongue haste to raise the lid.—*Schiller*.

PROGRAMME OF RECITATION.

LIZZIE A. LYNCH.

An Exercise of the Teacher's Training Class.

OUTLINE.

1. Calling the Class.
 - a "Class Prepare."
 - b "Rise."
 - c "Pass."
 - d "Be seated."
2. Examine and grade work.
3. Review.
4. Present Lesson.
5. Next Lesson.
 - a Preliminary Drill on.
 - b Assignment of.
6. Class dismissed.
 - a "Excused."
 - b "Rise."
 - c "Pass."
 - d "Be seated."

REMARKS.—Every recitation should be conducted with a definite purpose in view, and in order to accomplish that purpose, it is best to have some well arranged plan for conducting it.

The plan suggested by the outline we will now briefly consider. In regard to the method of calling it is well, first, to announce the class distinctly, that all may arrange material in hand and be ready for passing. Then the directions, "Rise," and "Pass," may be given by the teacher. These secure promptness and uniformity of action on the part of the pupils, and the teacher is free to observe that all is done correctly. These steps taken, the class are in their places at the recitation seat, where they remain standing; thus allowing opportunity for any change in the position of pupils that may be necessary. When all are ready, the words "Be Seated," bring the class to a sitting posture, ready for the next step, that of examining and grading the work of the

METHOD OF GIVING A BOTANY LESSON TO CHILDREN.

TEACHER. I have before me Jamestown weed, Horse Nettle, Tomato blossoms, and Petunias; which would you like for a lesson?

Pupils. O, we would rather have flowers, of course.

T. But they all have flowers, and if you examine them you will see a remarkable resemblance between the Petunia blossoms and those you call weed. Suppose you take a Petunia and I will take the "Jimsonweed," which we will hereafter call by its proper name, *Datura*. Let us compare the two plants, commencing with the stem. Is yours hebarceous or woody?

P. It is hebarceous.

T. So is the *Datura*. Bruise it, and tell me what you see.

P. It is juicy.

T. The juices of plants are of different kinds. What color is yours?

P. It has no color; it is like water.

T. My stems also contain a colorless juice. Observe how the leaves are placed on the stem.

P. Sometimes there is only one at a point, and sometimes two.

T. That is exactly the way the *Datura* leaves grow. Now look at the flowers.

P. They are monopetalous, with a long tube and five divisions in the border.

T. Just like mine! I think our flowers will prove to be near relations, though you seem to think yours vastly superior; and mine is slighted, as poor relations often are when in company with their more fashionable neighbors. But we have not finished tracing out the resemblances. Count the stamens; notice their length and how they are inserted.

P. There are five stamens, about as long as the tubular part of the corolla, and joined to it by nearly half their length.

T. All this is exactly like the stamens of the *Datura*, and everything you have noticed in the Petunia is found in every member of the family of plants to which it belongs. The name of this family is Solanaceæ. I will tell you some of its members, and I wish you to examine them for yourselves and see if

they do not all have these characteristics, which I wrote on the board as you discovered them.

The stems are herbaceous.

The juice is colorless.

The leaves are alternate, but sometimes in unequal pairs.

The calyx is persistent (remaining after the corolla withers).

The corolla is monopetalous and five-lobed.

The flower-buds are plicate; the corolla being folded lengthwise, like a fan.

There are five stamens, alternating with the lobes of the corolla.

The anthers are two-celled.

The fruit is a two-celled capsule or berry.

These are the points of resemblance. But every family contains a great many members—hundreds, and some even thousands of distinct kinds or species, and each species has some distinguishing mark of its own, by which it is known from all others; and yet they have all the family likeness which you have seen in the *Petunia* and *Datura*. If you examine the blossoms of the Horse Nettle, Tobacco, Potato, Tomato, and Eggplant, we will see that they are all members of the same family.

But you will also see that there are a great many points of difference. The leaves differ in shape, texture, color, and arrangement. The flowers, though all monopetalous, are not funnel-form, as in the *Datura* and *Petunia*. The stems are very different in the different species. It will be interesting to you, now that you have traced out the resemblances between these two, to notice the differences, taking up each part of the plant in the same order as in the beginning of the lesson.—*New York School Journal*.

HOW TO TEACH SPELLING.—Spelling should be taught as it is practiced in the actual business of life. "In practical life we spell only as we write." By writing the spelling lesson, the hand and the eye work together with the memory. It is the natural and successful way of teaching spelling.

It is now generally admitted that spelling should be taught through the eye and the hand, and not through the ear. The fol-

But what is poi (po-ee)? It is their "staff of life"—the national dish. With the Hawaiian it serves as bread, meat, and vegetables. It is made from the root of the "taro" plant. Taro is a species of *Arum*. We have two species of *Arum* growing wild in Indiana. We call ours "Indian turnips." They call theirs taro (tah-ro). Patches of it are as common there as potato patches are with us. It usually grows in the water, and hence can only be cultivated in the valleys, or along the streams, or on the windward side of some of the islands where rains are very frequent. A small pond will grow enough of it to feed a large family with their numerous visitors. A portion of ground forty feet square—much more or less—is inclosed by a low bank of earth. A little trench is dug from a point a few yards higher up the stream to let the water into the inclosure. The plants are set in little mud cones, whose summits are just above the water. It requires but little tending. As the planter gathers his crop from day to day, either for the table or the market, he clips off the large, glossy, heart-shaped leaves, and then shaves off the upper extremity of the root as we would shave the upper end of a beet, leaving just enough meat to hold the bud together. This he plants in the hill again, to grow a second crop. Some of my readers, whose early school days were in the country school house, may remember having been once in their lives induced by some of the older boys to eat a bit of Indian turnip after being assured "it won't hurt." If so, you have probably said ere this that taro must, in this respect, be quite different. But if you taste it you find much of the same harsh, burning sensation. Cooking, however, almost entirely removes this. The root is ordinarily about the size of a large beet. (If any Californian reads this I don't mean what to *him* is a large beet.) It may be baked, roasted, or boiled, as if it were a potato, and in this way it is usually palatable to a foreigner, requiring no acquired taste in order to take to it.

But not in this way does it best suit the palate of the native. He has no cook-stove or fireplace in his house. His oven is in the yard and consists of a little pit, walled with small rough fragments of old lava, which are usually near at hand. This pit will hold from a peck to a bushel or two—owing to the size of the family. They aim to cook but once or twice a week. Over said pit a fire is built and kept burning till the stones are sufficiently

beated. It is then lined with fresh taro leaves—the taro roots are poured in and covered with hot stones, and left till cooked. The batch is then taken out and the dark cuticle scraped off. Muscle and the poi pestle are now in demand. A mass of these adhesive lumps is placed in a shallow tray scooped out of one end of a thick slab, the other end of which serves for a seat. One of the commonest sights in and around the villages is poi beating. The operator is usually a stout man. He gets astride the seat, faces heap, pestle in hand, and goes to bruising it with a very commendable earnestness, notwithstanding his general character for laziness. It is thus worked and stirred, and occasionally thinned with water until it has about the consistency of yeast or paste. It is then put into calabashes and is ready for market, though it is generally left to ferment for a day or two. This is poi. Foreigners seldom like it until they have acquired a taste. It is a nutritious, wholesome, easily digested food. But a foreigner can generally cultivate a fondness for it more readily than he can acquire their mode of eating it. I have spoken (inadvertently) of gathering taro for the table. But the Hawaiian has no table. No, as a rule, not even the civilized, newspaper reading, christian Hawaiian. The members of the family or party gather around a calabash of poi, seated, Turk fashion, on the grass or sand. In the left hand of each may be a piece of fish—raw or cooked—or a sweet potato, or a banana, or nothing. Number one extends the forefinger of the right hand, dips it into the poi, lifts it dextrously, thrusts it into his mouth and strips off the paste with his lips. Number two does likewise, and so with the third and fourth, and so on round till it comes again to the waiting first and till the dish is empty. There is a dexterity in this dipping with the finger, to prevent the poi from dripping off, which the little feeders seem to have as perfectly as the older people. In the old heathen days when the chiefs bore rule it was, as I was told, regarded as a great feat for a chief at a luau (a feast, barbecue) to dip his hand or arm into poi and feed his guests in succession from his fingers without letting a drop escape till the last of what adhered had slid down to his fingers' ends and into the receivers' mouths. So much for eating poi. But while, as was said, this is the staple, and because of its abundance the people are well fed, yet there are many other resources even aside from the sea where nearly every form of life is util-

ized. Some sea mosses are very much relished. Sweet potatoes grow plentifully, with little care, in heaps of lava sand and slag. If a Hawaiian should get lost in the woods, there are bulbous and succulent roots which would secure him against starvation.

Although the civilized Hawaiian is a different character in many respects from a civilized European, yet they are a good-looking, well-behaved people for their opportunities and circumstances. They dress becomingly, are easy and graceful in carriage and manner, and in the main deport themselves as respectfully and courteously as do a large proportion of the people in older and more civilized lands.

PRIMARY READING.

GEO. L. FARNHAM.

FIRST STEP.—The first object is to secure the confidence of the child, without which no good results will follow from any method. This done, we commence by forming simple thoughts in his mind, which he is led to express orally. We do this by placing an object in his hands and calling upon him to state what he has. He will naturally show his object, which is usually a toy representing some animal, household utensil, or familiar object, such as a cat, dog, horse, chair, knife, or book, and will usually answer, "I have got a knife." By the exercise of a little ingenuity on the part of the teacher, the child will be led to correct his expression, and say, "I have a knife." In like manner each member of the class is called upon to state what he has. The children may now change objects and repeat the exercise. As they gain confidence and freedom of expression, two or more children take hold of the same object, when one of them will give expression to the thought. This changes the subject. Then one holds the object and another tells him what he has. In like manner we proceed until relations have been formed calling for the use of all the common pronouns, together with the names of as many objects as we find it convenient to use. The degree of intelligence of the class will determine the length of time to be

devoted to this exercise. It may take a few days or a few weeks to give the children sufficient readiness in perceiving relations and expressing the exact thoughts. No effort is made to teach new things, but only to make the children familiarly conscious of the simple forms of speech they already have, and to strongly fix the habit of proceeding from the conscious thought to its expression.

SECOND STEP.—The teacher will next come before her class, and with nothing in her hand tell them that she has something; as, "I have a knife." She will then call upon a child to tell her what she has. The child answering, "You have a knife." *Teacher*—"How do you know I have a knife?" *Child*—"You told us you had." The teacher will then show the knife to confirm the statement. In the first stage the thoughts are formed directly from the objects and their relations. Now, the thoughts are formed by the use of language, the child going from the language to the thought expressed, the concrete relation being formed in obedience to the impulse given. Two or three lessons of this kind are usually sufficient, the object being accomplished when the child readily responds to the conditions expressed.

THIRD STEP.—The third step introduces the class to the graphic expression. The teacher, in a clear bold hand, writes what she has before said, "I have a knife." Of course no child has the slightest idea of what is expressed. The teacher calling a child to her, puts the object in his hand, when he will instantly respond, looking at the writing, "I have a knife." Another sentence is now written and another child made to enunciate it in like manner. The process is continued until a number of sentences are on the board, the children still holding the object placed in their hands. Each one is now called upon to select and read his own particular sentence, which he will usually do, remembering its location and having the object still in hand to form the thought. Mistakes will occur, but they are readily connected by the teacher, who has only to keep thoughts and expressions properly associated. The child, depending upon the object for the expression, gives only secondary attention to the words upon the board, and of course but slight impression is at first made. The play, as the children are apt to call it, is now made a little more complicated by the children exchanging objects, and then each

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selecting the appropriate sentence to express his thought. This quickens the attention and deepens the impression; still no direct effort is made to impress the sentence on his memory. The thought formed by the object is still the first object of attention, and his oral expression has all the naturalness of conversation. All the forms of expression used in the preliminary lessons are repeated in writing, and the exercises continued a greater or less length of time, depending upon the intelligence of the class.

It is now the critical period, not with the class but with the teacher. She is not satisfied with the apparent results of her efforts. She cannot see when the children will be able to read directly from the board, without first having the thought suggested. Have faith and you shall have your reward. By an inevitable law of mind, each repetition deepens the impression, until some day, as you write, you shall find a little hand stretched out toward you in eager entreaty, for permission to speak. Grant the request, and the child will excitedly find the object himself, and make the sentence *true*, as the children themselves have taught us to express it. Of course, the sentence has been read, and it is only a matter of form to give it oral expression.

The Rubicon is now passed. The children have, by this indirect method, quite similar if not identical with that by which they first learned to talk, acquired a graphic vocabulary sufficient to express many simple thoughts, without once having the elements of this vocabulary exalted into primary objects of attention. The graphic words are a direct medium, and may be used in the expression of any thought coming within the experience of the child, or that he can "make true," with the full assurance that they perform their legitimate office as *language* to the child.

WORDS.—Very soon an important discovery is made. As the teacher writes, the children will be found to recognize the separate words as they leave the crayon. They, however, now use these elements as steps to reach the thoughts expressed by new combinations, but not stopping upon them nor expressing them until the thought is complete and clearly defined. We have had numerous instances of mistakes being made by the teacher in writing, either repeating a word or using a wrong one, of leaving out letters or putting them in where they did not belong, when it is found the entire class will refuse to read, being as completely

befogged as if entirely unacquainted with the elements of the sentence. But if the mistake is an obvious one the children, if allowed to do so, will correct it themselves, when they will proceed to read without hesitation.

New words may now be added to their vocabulary by using them in their appropriate relations, taking care that the new element is discovered by its necessity in expressing the new thought. This we continue until we have a good supply of names of objects, nearly all of the personal pronouns, the names of the members of the class and the teacher, a good list of verbs, of adjectives, of adverbs, and other parts of speech, so that the children are able to give graphic expression to quite a range of thought. Slates and pencils being in the hands of the children from the first, they soon write quite legibly, which they do of their own choice rather than by requirement. Having seen only the writing of their teachers, which is free and connected, they imitate her in these particulars, and write whole words without removing the pencil from the slate.—*N. Y. School Journal*.

SELF-MADE MEN.—Columbus was a weaver. Franklin was a journeyman printer. Ferguson and Burns were plowmen. Sextus V. was employed in herding swine. Hogarth an engraver in pewter pots. Ben Johnson was a bricklayer. Parson was the son of a parish clerk. Akenside was the son of a butcher—so was Wolsey. Cervantes was a common soldier. Halley was the son of a soap boiler—so was Franklin. Arkwright was a banker. Belzoni was the son of a barber. Blackstone and Southey were the sons of linen drapers. Crabbe, a fisherman's son. Keats the son of a livery-stable keeper. Buchanan was a farmer. Canova Cook began his career a cabin boy. Hayden was the son of a wheelwright. Hogg was a shepherd.

ENJOY the blessings of the day if God sends them, and the evils bear patiently and sweetly. For this day only is ours; we are dead to-morrow, and were not born yesterday.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

PROF. A. O. SHORTEIDGE having for the time stopped active work in the educational field, has transferred his pecuniary interest in this Journal to W. A. Bell.

A BIRD'S-EYE VIEW OF INDIANA'S SCHOOL SYSTEM.

We herewith give a bird's-eye view of Indiana's school system. It was compiled by Superintendent Smart, and will enable any one to take in at a glance all the more important points in the system. It will be of special advantage to strangers who wish to become acquainted with the main features of our laws without being compelled to spend days in reading the acts of Congress and of the State Legislature. Unless we much mistake, many of the patrons of the Journal will read these brief but comprehensive statements with profit. No important point is omitted, and the classification is correct.

Mr. Smart has had a large number of this compilation printed as a "pocket edition," with a view of distributing them at the centennial. Any one can procure a copy by sending him a stamp.

Growth of System.

YEAR.	Length of School in Days.	Number of Teachers.	Attendance at School.	Total Amount Paid Teachers.
1855.	61	4,016	206,994	\$239,924
1860.	66	7,649	303,744	481,020
1865.	66	9,493	402,812	1,020,440
1870.	97	11,826	462,527	1,810,866
1875.	130	13,133	502,362	2,830,747

A BIRD'S EYE VIEW OF INDIANA'S SCHOOL SYSTEM.

Indiana School System.

Officers.

Superintendent Public Instruction.
State Board of Education.
County Superintendents.
City and Town Trustees.
Township Trustees.

Institutions General.

Ungraded Schools.
District Graded Schools.
Town and City Schools.

University System.

State University, Bloomington.
Normal School, Terre Haute.
Purdue University, (Industrial)
Lafayette.

Institutions Charitable.

School for the Blind, Indianapolis.
School for Deaf Mutes, Indianapolis.
Soldiers' Orphans' Home, Knightstown.

Institutions Reformatory.

Boys' Reformatory, Plainfield.
Girls' Reformatory, Indianapolis.

Institutions Special.

County and Township Institutes,
Compulsory.
State Teachers' Ass'n, Voluntary.

School Age, between 6 and 21.
Attendance, voluntary.

Superintendent Public Instruction

Elected at a general election for two years. Takes general charge of the schools of the State, and supervises the management of the school funds and revenues. Visits every county once in two years, inspects schools, confers with officers and makes public addresses. Receives reports concerning proceeds of State school tax and interest on school fund from County Auditors, and statistical reports from County Superintendents. Apportions the school revenue for tuition to counties, in proportion to number of school children therein. Hears appeals from decisions of County Superintendents, and gives opinions concerning school law. Makes annual reports, and causes school laws to be published. Is Trustee of Normal School and President of State Board of Education.

State Board of Education.

Consists of the Governor, the Presidents of the State University, the State Normal School and Purdue University, the Superintendents of the largest three cities in the State and the State Superintendent. The Board meets quarterly, and forms an advisory council of the State Superintendent. It issues instructions to County Superintendents and prepares questions for the use of County Superintendents in their monthly examinations of teachers. It examines candidates for State license, and issues certificates for life to such as are competent and have had three years successful experience. It appoints trustees of the State University, and the visitors to the Normal School. It commissions High Schools to send graduates to the State University without examination.

County Superintendent.

Appointed for two years by County Commissioners. Must be a citizen of county, and must have had two years successful experience as a teacher. Visits and inspects schools at least once in each year, except those of cities employing a Superintendent.— Holds monthly examinations and licenses competent teachers for 6, 12, 18 or 24 months. Determines appeals from decisions of Township Trustees on local school matters. Receives statistical and financial reports from Trustees, tabulates and transmits the same to State Superintendent. Can revoke licenses. Holds County Institutes once each year, and presides over Township Institutes at least once each month. Executes orders of State Board of Education, and transmits such information to State Superintendent as may be required. Is President of County Board of Education.

A BIRD'S EYE VIEW OF INDIANA'S SCHOOL SYSTEM.

City and Town Trustees

Are appointed for three years by the City or Town Council, one retiring annually. 1. They receive, pay out and account for school moneys, build or otherwise provide school-houses, employ teachers and make rules and regulations. They make financial report to County Commissioners, and a financial and statistical report to County Superintendent. They may order that certain local taxes be levied. 2. They may grade the schools, prescribe text-books, and they may appoint a Superintendent and prescribe his duties.

COUNTY BOARD OF EDUCATION.

Consists of the School Trustees of the County. Meets semi-annually. May adopt text books for towns and townships, which must be used three years, unless sooner changed by unanimous vote.

Township Trustees.

Each Township has one Trustee elected for two years at a general election. Duties as in paragraph 1 on previous page. Townships have each an average of nine districts. Tax-payers of a district hold school meetings, and elect a Director. They may petition the Trustee in regard to the building, repairing or removal of a school-house, and may order Trustee not to employ any specific teacher to whom the voters may object. They may vote to petition Trustee to dismiss a teacher. A Director presides at school meetings, visits schools, and as agent of the Trustee, takes charge of the school house, provides fuel and makes all temporary repairs. The Township Trustee may establish township graded schools. The Trustees of two distinct municipal corporations may establish joint graded schools.

School Revenue.

Common School Revenue for Tuition includes State tax of 16 cents on each \$100, and interest on common fund; this is distributed to school children per capita. School Trustees can order a local levy of 50 cents on each \$100 for special purposes. Township Trustees, Town and City Councils, can order a local levy of 25 cents on each \$100 for tuition purposes. Town and City Councils can, on petition of School Trustees, issue bonds to the amount of \$50,000 to pay debts contracted by said Trustees in the purchase of grounds and in the erection of buildings, and they may levy a tax of 50 cents on each \$100 each year to redeem said bonds. An aggregate poll tax of \$2.75 may also be levied for school purposes. In cities of first-class certain additional taxes may be levied.

Statistics—1876.

Schooldays in year, - - -	136
County Superintendents, - -	92
City Systems, - - - - -	40
Town Systems, - - - - -	302
District Graded Schools, - -	396
Ungraded Schools, - - -	8,940
School Corporations, - - -	1,253
School Officers, - - - -	1,945
School Houses, - - - - -	9,397
Number of Teachers, - - -	13,133
County Institutes, - - -	91
Attendance at same, - - -	11,108
No. of Township Institutes, -	4,080
Houses erected during year, -	382
Enumeration of Children, - -	667,736
Enrollment in Schools, - -	593,393
School Fund, - - - - -	\$8,799,191
Additions to Fund during yr, -	\$87,948
Value of School Property, \$10,870,338	

REVENUE FOR THE YEAR.

From Liquor Licenses, &c. -	\$205,545
Interest on Fund, - - -	597,718
State Tax, - - - - -	1,577,533
Local Tax, - - - - -	2,680,823
Total, - - - - -	\$4,061,490

T. DEWITT TALMAGE, the widely known Brooklyn divine, has recently been lecturing throughout the country on "The Bible in the Public Schools." This lecture by no means sustains Mr. Talmage's reputation for strength or brilliancy. It does fairly for such persons as are already on his side of the question, and do but little thinking, but amounts to nothing with those holding opposite views. He is exceedingly dogmatic and illogical. In his lecture he makes two fatal blunders. 1. The ground that he *assumes*, no person opposing the reading of the Bible in schools will concede. 2. He confounds morality and religion, and assumes that if the Bible is not read there can, therefore, be no teaching of morals in the schools.

Many earnest friends of Bible reading in school went away from his Indianapolis lecture much disappointed. The Journal is on the side of Bible reading, but hopes, for the good of the cause, that Mr. Talmage will stay at home or change the subject of his lecture.

The opposition to Bible reading in the schools has many strong advocates even among religious people who are ardent friends of public schools, and their arguments cannot be hooted down or met by illogical declamation or the cry of "Godless schools." There are many *arguments*, and good ones, in favor of the use of the Bible in the schools, but since it is already being used without opposition in this state, it is not calculated to result in good to agitate the subject at this time.

UNCONSTITUTIONALITY OF THE COUNTY SUPERINTENDENCY LAW.

We publish elsewhere the decision in full of the Marion county superior court declaring the present county superintendency law null and void. The case has been appealed to the supreme court, but because of the general interest manifested we give the decision of the lower court.

The fact that this same court, several months ago, declared the law *valid*, and has since opened the case and reversed its decision in the light of a late decision of the supreme court, and the acknowledged ability of the judges, seem to give grounds for the opinion that the supreme court will sustain this last decision. It will be remembered that Judge Parrot, of Posey county, recently declared the law null.

The case directly decided is this: Walter S. Smith served as county superintendent for several months under the new law, which fixes the salary of that officer at \$3 per day. Mr. Smith claimed \$4 per day, the per diem under the old law, and sued the commissioners for the additional dollar on the ground that the new law is inoperative.

It is customary for the supreme court to take up cases of general public interest out of their order, and it may be that this case will be decided within a month. Unless it is thus taken out of its order it cannot be reached before the meeting of the next legislature, January, 1877. An

early decision of the supreme court will certainly save much litigation throughout the state.

The general impression seems to prevail that the supreme court *must*, in the light of its own ruling, decide the law null and void; but possibly it may hold that the legislature amended the sections intended, and simply attached the wrong numbers to them, and on this ground hold the law good.

GRAMMATICAL ERROR.

The above expression is contradictory, for an *error* cannot be grammatical, nor is a grammatical expression an error. You would as well say black and white are no more opposite in their meaning than grammatical and error. "Eli are happy." Is this sentence grammatical? No. Is it an error? Yes. Why? Because Eli is a single noun for the plural verb are. Then grammatical error is false.—*The Common School*.

The above is a very common sentiment, but is undoubtedly an erroneous one. The word "grammatical," as also all adjectives of that class, is used in two senses. Of course an error cannot be grammatical, but the expression "grammatical error" does not convey this idea. It simply means an error in grammar. Nobody doubts the propriety of saying "scientific blunder," "physiological inaccuracy," "geographical mistake;" then why should any one question the propriety of saying "grammatical error." Unquestionably the usage of good speakers and writers sanctions the use of such expressions. Is not the second sentence in the above quotation an example of a grammatical error?

PURDUE UNIVERSITY.—It is understood that the new president of Purdue will wish to modify somewhat the present course of study indicated for the university, but that he does not intend that it shall largely duplicate the work done by any other state institution. This is certainly the correct view. The state cannot afford to support two institutions doing the same class of work. The original design of Purdue was that it should be strictly a scientific school—agricultural and mechanical. This design, for the present at least, should be faithfully adhered to. With practical courses of study in the lines indicated, adapted to the *present* needs of the state, there is no reason why Purdue may not achieve great success in its special field.

THE first article in this number of the Journal was read by Mr. Thomas at the State Teachers' Association. It was regarded as one of the most practical papers read. When the reading was closed we heard such remarks as "good," "first-rate," "that's to the point," "that ought to be printed in the Journal," etc. The article is philosophical and suggestive; read it.

INTERNATIONAL CONGRESS.—Arrangements are now being made to hold an International Educational Congress in connection with the next National Teachers' Association. The proposition now is to close the Association at the end of three days and allow the Congress to follow for three days more. Such a meeting will certainly be exceedingly interesting and profitable. The meeting of the National Association has already been announced to begin in Baltimore, July 11. Indiana ought to be largely represented in these meetings.

THE OLD ELM, OF BOSTON.—Visitors to Boston will miss the old elm tree on the famous Common, which has a history dating back two hundred and fifty years. It was blown down in a storm a few weeks ago, and before a posse of police could be stationed around the prostrate trunk nearly all the limbs and much of the body were carried off by the relic hunters.

On the gate to the fence enclosing the tree, for more than twenty years, has been suspended this notice:

THE OLD ELM.

This tree has been standing for an unknown period. It is believed to have existed before the settlement of Boston, being fully grown in 1722, exhibiting marks of old age in 1792, and was nearly destroyed by a storm in 1822. Protected by an iron inclosure in 1854.

J. V. C. SMITH, Mayor.

OVERWORK.

At a recent meeting of the Indianapolis School Board, a committee was appointed to investigate the matter and report whether or not the teachers were being overworked. A few months ago a similar committee was appointed to report with reference to the overwork of the pupils of the high school. The committee for the high school found some grounds for complaint, and it was decided that no pupil should be allowed to pursue, at the same time, more than three heavy studies; one light study, such as drawing, music, reading, etc., might be added. What

the committee on teachers will report does not yet appear, but it is presumed that they will find, upon investigation, teachers who are prepared for the places they are filling can *not* be mentally overworked.

There is a very common sentiment, and it is frequently encouraged by physicians, that all the cases of sickness, whether of pupils or of teachers, come of overwork. In, perhaps, one case out of a hundred the charge is true; in the other ninety-nine it is false. That children are sometimes overtasked is very true, but the resultant evils come almost never in the form of overworked brains, but rather as imperfect lessons, loss of self-confidence, discouragement, and lack of exercise, loss of sleep, and other physiological indiscretions. While there are many good reasons why pupils should not be overtasked, there is not the least danger to their health from it, *provided* physiological laws are not violated. Given pure air, sufficient exercise, regular diet, and *plenty of sleep*, and over study is a thing out of the question. Without any doubt nine-tenths of the cases of sickness attributed to schools, could more properly be accounted for in the violation, out of school of some well known laws of hygiene. What is true of pupils is true, to the full extent, of teachers. In a connection of more than ten years with the Indianapolis schools as teacher and commissioner, the writer has known the sickness of many teachers and the death of not a few, charged directly upon the schools, when a careful inquiry has, in almost every instance, revealed the fact that extra work, not connected with the regular school work, or some injudicious exposure of health not at all chargeable to the schools, was the more probable cause.

It is believed that a teacher, of fair ability, with good health and reasonable preparation can do, without danger to health, all that is required of her; but if from choice or necessity she undertakes additional work and then breaks down, the school system ought not to be held responsible for it.

In conclusion, let these facts be remembered:

1. Idleness kills more people than work does.
2. No person ever does his best until he attempts a task beyond his strength. A teacher who fails to frequently put his pupils on their mettle, requiring them to put forth their utmost endeavors, fails to develop their full strength.
3. People not engaged in either teaching or going to school sometimes gets sick, and occasionally one dies; from which it may be inferred that one's employment does not necessarily determine his state of health.

WHAT DO TEACHERS READ?

It is useless to say that teachers should read school journals and books on teaching. Every teacher who takes any pride in his work, or is ambitious to stand well in his profession, does this. But aside from profes-

sional literature, what should teachers read? To begin with, let it be said that every teacher should find time or *make* time to do some general reading. He should read just as many good books as time will allow, and there is no valid excuse for not reading several each year. Then, aside from this, he must keep up with the current history. The teacher who makes no effort to keep pace with the leading features of what is going on in the world, outside his own little school house or immediate neighborhood, has certainly missed his calling.

1. Every teacher should take and read his own county paper. The teacher who fails to do this should be ashamed to acknowledge it. This paper more especially for local news and for its "educational column."

2. No teacher ought to be without some good metropolitan weekly paper. The amount of valuable information these papers contain is immense.

3. In addition to the above, most teachers who wish to know something of the best literature of the day, will wish to take some good monthly magazine, such as Scribner's, Harper's, Atlantic, Galaxy, etc.

It is true that these papers, including a school journal, will cost a teacher between \$8 and \$10, but what is that compared with the profit they will be to him if he will take and read them. The teacher who does not go outside his profession and do this "general reading," must, of necessity, grow *narrow* and *impractical*.

Daniel Webster once said: "Every parent whose son is away from home at school, should supply him with a newspaper. I well remember what a marked difference there was between those of my schoolmates who had and those who had not access to newspapers. Other things being equal, the first were decidedly superior to the last in debate, composition, and intelligence."

No doubt that Webster's observation was critical and his conclusions right, and what is true of students at college is equally true of teachers. Other things being equal, the teacher with the greatest fund of "general information" is always to be preferred.

THE CENTENNIAL.

In our Miscellany Department will be found a complete list of articles to be sent from Indiana to the centennial exhibition at Philadelphia. There may possibly be a few other articles sent in, not yet reported. This list can, of course, give no adequate conception of what the show actually will be. The character of the work, the beauty of the cases, the arrangement of the articles in them, the attraction of the banners, in short, the exhibition itself, must be seen to be appreciated. Everybody who sees it, even in its present crude condition, says that it certainly will make a splendid appearance when in shape. The educational committee

knowing something of what other states will exhibit, feel confident Indiana's school exhibition will be at least creditable.

But whatever the relative merits of the exhibition may be, the educational advantages to the state will be ten-fold the entire cost. The educational standing of Indiana, as compared with other states, is a matter of not a little consequence, and this display will do much to put the Hoosier state well up in the educational scale, where its rapid improvement in the past ten years properly places it. But the chief benefit will come in the form of a higher standard of work. There are many teachers entirely satisfied with results that other teachers would be ashamed of. Teachers that never see any better results than they themselves secure, very naturally conclude that they are doing well, and are not apt to make much advancement. But show these same teachers something still better, and they will at once make an effort to attain the higher standard.

The work prepared and sent in to the committee is, of course, regarded as good by those sending, and yet there is a wonderful difference between the poorest and the best. If some teachers could be present and compare the work they have sent with other work done under the same circumstances by children in the same school grade, they would beg of the committee to allow them to withdraw their work, or at least to allow them to make another trial. Every school that has prepared work has gained strength by the effort made, and both teacher and pupils feel that they can do better at the next centennial. The hundreds and thousands of teachers that attend the centennial and see the beautiful work done by the children, will return to their schools with higher ideals, and renewed purposes to achieve something better in the future than they have ever reached in the past. In this way will this centennial educational exhibit be worth more than a hundred thousand dollars to Indiana.

PLANT A CENTENNIAL TREE.

1876.**1976.**

We take the suggestion from a circular sent out by B. G. Northrop, secretary of the State Board of Education of Connecticut, and urge upon teachers the importance of tree planting.

What a grand idea it would be for teachers all over the state to stimulate each boy and girl under their charge to plant one centennial tree. As our country grows older the more will trees be appreciated, and trees planted in 1876 will be grand and majestic in 1976. Young people frequently try to make themselves noted by writing their names in conspicuous places, or carving them where they may be preserved for years; how much more appropriate that they should make themselves immortal by planting trees which will make people happy a hundred years after

they are dead. What a beautiful thought, that the boys and girls now in school can plant trees for the boys and girls to play under a hundred years to come.

Washington Irving well says of tree planting, "There is a grandeur of thought connected with this heroic line of husbandry. It is worthy of liberal and free-born and aspiring men. He who plants an oak looks forward to future ages and plants for posterity, exulting in the idea that the acorn which he has buried in the earth shall grow up into a lofty pile and keep on flourishing and increasing and benefiting mankind long after he has ceased to tread his paternal fields."

What a grand achievement it would be if teachers would generally take hold of this and not only beautify and *glorify* their school premises, but encourage children, and parents too, to thus ornament their homes.

Too BAD.—It is too bad that the *unity* of the educational exhibit at Philadelphia has been broken up. Instead of this department being on the ground floor of the main building and all together, according to the original plan, the whole thing has been changed and scattered. Massachusetts alone, of the states, remains on the first floor; Pennsylvania goes out and erects a building of her own; Ohio, Indiana, and Illinois are side by side in a gallery of the main building, the other states are in another group in another gallery. The foreign countries have still other places. The authorities refused to hold the space first assigned because Commissioner Eaton utterly failed to give them any idea as to what would be put in it. Gen. Eaton is very much blamed for his indecision and bad management.

We are sorry not to be able to give something definite this month with reference to the teachers' centennial excursion. The combination of the leading railroads has been in the way of the committee having this matter in charge. Just as we go to press we learn that Mr. Ainsworth, who manages the railroad matters, has about completed arrangements to go *via* Cincinnati, river to Huntington, Richmond, Va., West Point on the coast, ocean steamer to Philadelphia, and that a circular will be issued as soon as the contracts can be had in writing, so that there can be no misunderstanding in the future. Later—*see local*.

THE National Bureau of Education has been of great service to the cause of education in this country. It has been indefatigable in collecting statistics and valuable information not only from the various states but from Europe and other countries, and compiling and disseminating the same. The value of this cannot be estimated in dollars and cents. There is not an educator in the land that does not desire the Bureau to become a fixed branch of the national government.

MISCELLANY.

INDIANA'S EDUCATIONAL SHOW.

The following is a list of the articles to be sent to Philadelphia now reported to the committee. Most of them are already in the hands of the State Superintendent, and are ready to ship:

1. Three cases of bound volumes of Examination manuscripts, prepared by the pupils of the schools.

A. Indianapolis, 20 volumes; Evansville, 18; Terre Haute, 27; Fort Wayne, 8; Logansport, 15; Richmond, 8; Goshen, 6.

B. Plymouth, 5; Bedford, 4; Huntington, 4; Elkhart, 4; Lawrenceburg, 5; Mishawaka, 8; Kokomo, 8.

C. Vevay, 2; Delphi, 2; Franklin, 2; Bartholomew county, 4; Normal School, Salem, Martinsville, Vanderburg county, and Wayne county, one each.

2. Case of miscellaneous reports, and works of Indiana authors.

3. Case of portfolios containing drawings, etc., from various schools.

4. Case containing complete set of Indiana School Journal.

5. Racks containing portfolios of plans of buildings, maps of cities, school blanks, etc.

6. Herbarium prepared by pupils of the Bedford schools.

7. Herbarium from Indianapolis containing 100 specimens of spring flowers by pupils of high school.

8. Case of economic botany by pupils of junior class, Indianapolis high school.

9. Case of school apparatus from Terre Haute.

10. Case containing specimens from the Owen Cabinet, owned by the Indiana State University.

11. Case containing 400 specimens of minerals collected by pupils of Huntington schools.

12. Case containing electrical apparatus for weighing under glass, invented by Prof. H. W. Wiley, Purdue University.

13. Two cases of chemical products by pupils of Purdue University.

14. Case containing 40 species of Indiana fishes, prepared by Prof. Copeland, of Indianapolis high school.

15. Case of zoological specimens, prepared by second year pupils of Indianapolis high school.

16. Case of native woods of Huntington county, by pupils of the Huntington city schools.
17. Hexagonal case containing drawings from the Fort Wayne schools.
18. Same.
19. Same from Indianapolis schools.
20. Same from Lafayette schools.
21. Octagonal case containing photographed blackboard work from Indianapolis schools.
22. Octagonal case containing specimens of penmanship from Indianapolis schools.
23. Hexagonal revolving frame, exhibiting the school law of the state in condensed form.
24. Case with endless chain, exhibiting drawings from Indianapolis schools.
25. Same from Indianapolis, containing specimens of penmanship.
26. Same from Indianapolis, containing specimens of music written by pupils.
27. Same from Lafayette, containing blackboard work, photographed.
28. Same from Terre Haute, containing blackboard work, photographed.
29. Same from Fort Wayne, containing drawings.
30. Same from Fort Wayne, containing blackboard work, photographed.
31. Same, containing photographs of prominent educators.
32. Case containing primary work of Indianapolis schools.
33. Case containing primary work of Fort Wayne schools.
34. Model of ward school building, Indianapolis.
35. Model of high school, Fort Wayne.
36. Model of ward school, Fort Wayne.
37. Model of ward school, Evansville.
38. Model of ward school, Muncie.
39. Model of log school house, being the first school house built in Delaware county, Indiana.
40. Model of State Normal School, Terre Haute.
41. Model of high school, Lafayette.
42. Model of ward school, Lafayette.
43. Fifteen graphic charts exhibiting school system and its growth, and the college system of the state.
 - A. One banner exhibiting the school system.
 - B. Two, showing statistics.
 - C. Two, exhibiting distribution of school houses in 1858 and 1876.
 - D. One, exhibiting the growth of the system in twenty years, by semi-decades.
 - E. Banners showing Purdue, Asbury and State Universities; Wabash, Union Christian, and Earlham Colleges.

F. Banners showing State Normal School, Northern Indiana Normal School, and Indianapolis and Huntington city systems.

A number of miscellaneous products are not included in this catalogue, they not being passed upon by the committee, as yet.

COUNTY SUPERINTENDENCY LAW UNCONSTITUTIONAL.
DECISION OF THE MARION CO. SUPERIOR COURT.

Walter S. Smith, County Superintendent of Schools,

vs.

County Commissioners of Marion County.

The plaintiff filed a claim for services as county superintendent of schools, which the defendant refused to allow, and the plaintiff appealed from the action of the board. The claim was disallowed by the judgment of the court at special term, and the plaintiff appealed therefrom to the general term.

The question presented is the validity of an act passed at the last session of the legislature entitled as follows: "An act to amend sections 33, 37, and 43, and supplemental section 6, of an act entitled 'an act to provide for a general system of common schools, the officers thereof and their respective powers and duties, and matters properly connected therewith, and prescribing the fees for certain officers therein named, and for the establishment and regulation of township libraries, and to repeal all laws inconsistent therewith, providing penalties therein prescribed. Approved March 6, 1865 (1865), and adding supplemental sections thereto. Approved March 8, 1878." Approved March 9, 1875.

If the above entitled act is invalid, the claim of the plaintiff should have been allowed. If valid, the action of the defendant and of the court in special term in refusing the allowance, was right.

It is claimed by the plaintiff that the act is invalid because it professes by its title to amend the original sections 33, 37, and 43, of the act of March 6, 1865, when in fact they had already been amended by the act of March 8, 1878 (Acts 1878, p. 75), no reference being made in the title to the latter act. The act of March 8, 1875, amended sections 33, 37, and 43, of the act of March 6, 1865, and added a supplemental section thereto. These amendments and the supplemental sections were valid. Their validity is not questioned. By their provisions the office of county superintendent was for the first time created and that of school examiner abolished. In the opinion before announced (a rehearing having been given in this case), we held that after the amendment of 1878 of sections 33, 37, and 43 of the original act, as they were enacted in 1865, they were no longer in existence, being repealed by the amendatory act. And that these sections, as amended, took the place in the act of 1865 of the original sections.

From this it was assumed that no one could have been misled as to the identity of the sections intended to be amended, there having been no change in the title of the act of 1865, by the amendment of 1873, except the reference to the supplemental section, and the title fully covering the subject-matter of the amendment.

The case of *Shoemaker, Auditor of State, et al. vs. Smith et al.*, 37 Ind. 122, sustains the above propositions.

An opinion has recently been announced by the Supreme Court in the case of *Blakemore vs. Dolan et al.*—not yet published—in which that court arrives at a different conclusion from the same premises.

The question involved in that case was the repeal of a statute by its amendment, and the question raised in this case was not directly presented, but following is the language of the court: "It is settled by the adjudication of this court that when a section in an existing law is amended in the mode presented by the Constitution it ceases to exist, and the section as amended supersedes such original section, and the section as amended becomes incorporated in, and constitutes a part of, the original act, and the original section is as effectually repealed and abolished from the statute as if it had been repealed by express words, and it is upon this principle that it has been held that a section which has been amended cannot again be the subject of amendment; and the section as amended must be amended."

The following cases are cited in support of the ruling in the case:

The State vs. Burns, 14 Ind. 195; *Brandon vs. The State*, 16 Ind. 197; *Shoemaker vs. Smith*, 37 Ind. 122; *Draper vs. Falley*, 38 Ind. 465; *The Board, &c. vs. Markel*, 46 Ind. 96; *Langdon's vs. Langdon's*, 48 Ind. 60.

In view of this more recent decision, we have concluded that the amendatory act of March 9, 1875, is invalid; that the ruling of special term was wrong and the claim of the plaintiff should have been allowed.

Judgment reversed.

SOL. P. BLAIR, HORATIO C. NEWCOMB, SAMUEL E. PERKINS.

COUNTY SUPERINTENDENTS OF THE FIFTH DISTRICT.

In accordance with previous arrangements, a majority of county superintendents within the Fifth Congressional District, met at Connersville on Tuesday, March 14. The Convention was organized by selecting Aaron B. Line, of Franklin, as president, and J. C. Macpherson, of Wayne, as secretary.

The following topics were discussed during the day:

1. What changes can be made in our school law to make it more efficient without increasing the expense? Opened by superintendent Line, of Franklin.

2. What can be done to more effectually enlist the interest of parents

in the education of their children? Opened by superintendent Gamble, of Fayette.

8. What is the best plan for getting up and conducting county institutes? Opened by superintendent Crist, of Union.

The discussions were participated in by Sup't. Rippetoe, of Connersville, Prof. M. Thrasher, State Sup't. Smart, Daniel Hough, and H. E. Porter, Mrs. Frazier, Mrs. Snyder, and other teachers of Fayette county. Mr. Porter addressed the convention upon the subject of "Compulsory Attendance," and O. A. Murry upon the "Need and Benefit of a Normal School." The deliberations resulted in the adoption of resolutions to the following purport:

1. That we deem it advisable that trustees should assume the responsibility of selecting teachers.

2. That schools should be managed by trustees having no other official duties; and we believe that such an arrangement will not produce additional cost, but increased efficiency.

3. That county institute work should be directed more especially to the needs of district schools.

4. That we put forth exertions to awaken more interest among parents.

State Sup't. Smart addressed a public meeting in the evening. His remarks and suggestions were well received. The convention adjourned to meet at a time to be determined when the superintendents of the district meet at the State Convention in May next.

THE Northern Indiana Normal School and Business Institute at Valparaiso, has reached the remarkable enrollment of *one thousand* students.

COUNTY SUPERINTENDENTS' STATE CONVENTION.—The Superintendents' Convention, to be held May 17 and 18, should be largely attended. The good growing out of these meetings, where the best methods of making most out of the office are discussed and compared, is very great.

The programme will be carried out as published in the Journal, except that W. B. Chrisler, of Lawrence, will take the place of John Carney, Squire L. Major, of Shelby county, the place of E. C. Siler, and E. R. Brundick, of Dubois, the place of Macy Good. The meeting will doubtless be a good one.

W. L. MATTHEWS, superintendent of Kosciusco county, indicates the result of official visit to schools by mark, on the following topics:

"Government; neatness of school room; ventilation; furniture; uniformity of books; system; course of study; thoroughness of instruction; movement of classes; interest of pupils; aptness of teacher; energy of teacher." The above items are marked *good*, *fair*, or *poor*, as may be indicated to the superintendent during the visit. Two of these blanks will be filled out, and one given to the teacher and the other retained by the superintendent.

PUTNAM COUNTY.—The report of the Putnam County Institute, written August 28, for some reason, has just come into our hands. Though late, we give the main facts.

The institute was held August 23-8, at Greencastle. It was largely attended, the enrollment reaching 178, with an average attendance of 88. The principal instructors were Prof. Eli F. Brown, of Purdue, Tingley and Ridpath, of Asbury, and Lee, superintendent of Greencastle schools. L. A. Stockwell, the superintendent, managed the institute to the satisfaction of all.

WARREN COUNTY.—Report of school No. 4, in Medina township, for the five months ending March 3, 1876. Present enrollment, 32; average daily attendance, 31.47; average daily absence, .58; those who have been neither tardy nor absent, 12. They are George Ritenour, Sallie Moore, Lizzie Mather, James Moore, Andrew Chenowith, Jessie Mather, Sutie Mather, Effie Magee, Lizzie Magee, James Mather, Charles Wagner, and George Wagner. C. L. McKinnis, teacher, near Poolesville, Warren county, Ind. A good showing for a country school.

FAYETTE COUNTY.—The superintendent has visited every school in Fayette county: he traveled mostly on foot or by water—frequently both at the same time. The commissioners are liberal and pay necessary traveling expenses. Fayette has remembered the centennial. J. S. Gamble is county superintendent.

NEWCASTLE.—Report for the month ending Feb. 11. Whole number enrolled, 454; average number belonging, 408; average daily attendance, 375; per cent. of attendance on average belonging, 93; number of cases of tardiness, 78; number neither absent or tardy, 138. Whole no. enrolled in high school, 52. In grammar department, 95; in intermediate, 65; in primary schools, 222. George W. Hufford is sup't.

BRAZIL.—The report of the Brazil schools for March runs as follows: Total enumeration, 889; enrollment for the month, 570; average no. belonging, 517; daily attendance, 482; per cent. of attendance, 93; neither tardy nor absent, 167; cases of tardiness, 87; subject to corporal punishment, 14; number of teachers, 9. C. P. Eppert is sup't.

ATTICA.—The Attica schools have recently undergone a public oral examination. Parents were urged to attend. A general social for children and parents closed the week's work on Friday evening. E. H. Butler is superintendent.

FRANKLIN.—The Franklin Jeffersonian, in speaking of the schools and superintendent Martin, says: "Franklin has reason to be proud of her public schools and the present efficient superintendent and teachers. We look forward with interest to the result of their labors, as will be more clearly manifest in the closing exercises of the year."

SOUTH BEND.—Five out of the twenty-four teachers of the South Bend schools had not a case of tardiness, and their per cent. of attendance ranged from 91.9 to 97.6. Five other teachers had but a single case of tardiness, each. This is remarkable.

FROM the Centennial issue of the Columbus Republican (which, by the way, is very interesting), we learn that the superintendents of the Columbus schools have been as follows: First, T. P. Marsh, elected 1859; 2d, J. M. Olcott, who was followed by Marsh, Vance, and Shuck; then came Amos Burns; then Daniel Graham, who was succeeded by the present incumbent, A. H. Graham, in 1869.

It was Voltaire who said: "It is more easy to write about money than to have it; and those who have it laugh at those who can only write about it." Certainly Voltaire was speaking for this county at this time, when he wrote the above.

COMPLIMENTARY.—An old teacher, in whose judgment we have confidence, who receives all the leading educational papers in the country, pronounces the March number of this Journal "the best number of the best Journal in the West."

A **TEACHERS'** training class was organized at Smithson College, Logansport, March 22. R. N. John, president.

UNDER the direction of superintendent Benj. F. Neisz, the schools of Newton county are reported in a flourishing condition.

THE superintendents and principals of southern Indiana will hold their next meeting at Seymour, April 6, 7, 8.

PERSONAL.

ALEX. C. HOPKINS, late State Superintendent, is now proprietor of a drug store in Indianapolis. As he was going from his store to his home about 10 o'clock at night, a few weeks ago, a robber dealt him a fearful blow, knocking him senseless and rendering his recovery, for a time, doubtful. Fortunately he had secreted his money in his boot, and the robber did not find it. The injury from the blow is not likely to be permanent.

THE educational men of Vigo county ought, if possible, to send the Hon. W. K. Edwards, of Terre Haute, to the next legislature. When there, four years ago, he proved himself a faithful and able advocate popular education.

MISS M. HAWORTH, author of *Haworth Penmanship*, has been superintending the writing in the Lafayette schools for several months past. Specimens written in November and others written in March, show that the children have made marked improvement.

HON. R. E. WHITE, of Ohio, has accepted the presidency of Purdue University, at a salary of \$8,500, and will enter upon his duties about May 1. President White is well known to the educational men of this country of all classes, but his special services have been devoted to the public schools. He is a native of Ohio, and is now 47 years old. Being without fortune in his youth, he started by his own purpose and energy to secure a liberal education. He has had experience as principal of a ward school and the high school in Cleveland, Ohio, and for five years as superintendent of the Portsmouth schools. For fifteen years he edited the Ohio Educational Monthly and National Teacher with marked ability. He was three years state school commissioner (superintendent) of Ohio. He has been president of the National Superintendents' Association. He was also made president of the National Teachers' Association, and presided at Boston, 1872. He has published a series of textbooks on arithmetic, and several works on educational topics. As a leader and teacher of institutes, Prof. White has been indefatigable, and has won an enviable reputation. He is a most accomplished gentleman, and will be a valuable acquisition to the state.

REV. A. D. MAYO, of Springfield, Mass., is to deliver a series of ten lectures at Antioch College, Ohio, on the live educational topics of the day. The eminent ability of Mr. Mayo warrants the Journal in saying that if these lectures can be published, they will make a valuable acquisition to any teacher's library. The lectures begin April 5.

THE Hon. John I. Morrison, we understand, has consented to allow his name to go before the Henry county convention as a candidate for State Senator. It is to be hoped, for the sake of the educational interests of the state, that Mr. Morrison will not only be nominated, but elected.

J. D. PHILBICK has again been elected superintendent of the Boston schools.

TEMPLE H. DUNN, of Brownsburg, has *done well*, in the Bible sense. Go thou and do likewise.

ELI F. BROWN will engage in institute work during August and part of September. He wishes to make his engagements early. Address at Lafayette.

Prof. W. E. Crosby, editor of "The Common School," Davenport, Iowa, recently spent a few days in Indianapolis. The Prof. is looking well, and "The Common School" looks well and reads well.

THE Logansport Journal says: "Prof. Walts has raised the schools to a high standard, and they are becoming the envy of neighboring cities." Just like him.

W. H. HOSMER has been appointed superintendent of Lake county *vice* James O'Brien, resigned.

J. A. STONER has conducted a very excellent educational column in the Peru Republican during the last winter.

Miss E. M. Dodge, teacher in District No. 2, Olive township, Elkhart county, collected six dollars centennial money. This shows what may be done in a country district when the teacher *works*.

CLARKSON DAVIS is to again take charge of Spiceland Academy next year. With Timothy Wilson at the head, assisted by an able corps of teachers, the Academy has flourished during the absence of Mr. Davis.

O. PHELPS, formerly editor of this journal, is now making his headquarters in Indianapolis.

Good reports reach us concerning Union Christian College, at Merom under its new president, Rev. T. C. Smith.

WALTER S. SMITH will open a normal at Southport, April 10, to continue twelve weeks.

B. F. KENNEDY, ex-superintendent of Johnson county, has been teaching during the past winter.

J. H. BINFORD, former superintendent of Hancock county, will open a six-weeks normal institute at Greenfield, July 12.

J. M. WALLACE, superintendent of Bartholomew county, is slowly recovering his health. His many friends will be glad to know this.

ALLEN MOORE leaves Green's Fork and takes charge of the Williamsburg schools.

J. R. Gordon and J. A. Stockwell will open an eight-weeks' normal at Bainbridge, Putnam county, April 4.

BOOK-TABLE.

POLITICS FOR YOUNG AMERICANS, by Charles Nordhoff. New York: Harper & Brothers. J. M. Olcott, Indianapolis, western agent.

This book was noticed in the Journal nearly a year ago, but a new edition and the merits of the book will justify another mention. What we regarded as a very objectionable feature of the first edition, viz., a plea against higher education by the state, is omitted in the present.

The author has, in this little volume, explained in simple language, in such a way that it can be comprehended by boys and girls, "the meaning and limits of liberty, law, government, and human rights;" and has in this way made intelligible to them the principles upon which our national government and civil institutions rest.

We know of no other book, aiming at the same results, that is nearly so attractive.

WIDE AWAKE, published by D. Lathrop & Co., Boston, is a splendid two dollar magazine for boys and girls. Thousands of the young people of this state ought to read it

HARPER'S SCHOOL GEOGRAPHY. New York: Harper & Brothers. J. M. Olcott, Indianapolis, western agent.

We have looked through this book with increasing delight as we turned each new leaf. The selection of matter is excellent; the classification is systematic and natural, and the style is pleasing. The geography of commerce is made the leading thought to the study of industries of other countries, as determined by physical and political conditions. Political and physical geography are combined, but either may be studied to the exclusion of the other. The maps and illustrations we have never seen excelled. The book will certainly take a high rank among geographies.

HISTORY OF THE WORLD, by J. D. Quackenbos. New York: D. Appleton & Co. D. B. Veazey, Indianapolis, Indiana.

To write a general history giving a connected view of the great past, and at the same time to bring the work within reasonable limits, and not make it simply a dry statement of dates and facts, is a task difficult to accomplish. The author of the book before us has wisely concluded that history includes something more than the accounts of battles and wars, and the rise and fall of nations, and has given sketches of institutions, domestic life, literature, etc., and in this way has succeeded in giving to the student some idea of the inner life and mental development of the people. The dress and address of the book are both attractive.

SCHOOL SUPERVISION, by W. H. Payne, M. A. Cincinnati, Wilson, Hinkle & Co.

This little volume has been on our table for some time but has been neglected. We find, upon examination, that the book discusses a subject not heretofore much written upon, but one that needs the closest attention and the earnest consideration of the best minds of the profession. The subjects discussed are, Nature and value of superintendence; Superintendents' powers and duties; Art of grading schools; Reports, records, and blanks; Examinations. The book is intended especially for the use of superintendents of the smaller cities and towns, and will be of service to any one who will study it. Were we a superintendent we would not be without it.

TEACHERS' MANUAL OF INSTRUCTION IN READING, by E. A. Sheldon and E. H. Barlow. New York: Scribner, Armstrong & Company. T. Charles, Chicago, western agent.

This book is not a complete manual of instruction in reading, but it contains such hints and suggestions as teachers in the lower grades of schools may use. It is specially intended to accompany Sheldon's Readers, but may be used with profit by primary teachers using any book. All the methods of teaching beginners to read are stated and their merits discussed. The book is full of good suggestions. It will be remembered that Mr. Sheldon is principal of the Oswego Training School, and is the great pioneer in the better methods in primary school work in this county.

THE report for 1874-5, of the Terre Haute schools is before us, and is "thing of beauty. Superintendent Wiley has given it a centennial turn and has set forth the past history and present condition of the schools in a very clear and attractive manner. The type, paper, and binding are in excellent taste.

"THE EDUCATIONAL VOICE," is the name of a new educational paper published at Pittsburg. The first number looks well.

THE NATIONAL SUNDAY SCHOOL TEACHER, published at Chicago, is one of the best papers of the kind in the country.

HARPER'S BAZAR, besides containing all the fashion-plates of latest date, and matters pertaining to dress, contains an abundance of excellent reading matter, calculated to improve and refine.

THE EARLHAMITE, published by the Ionian Society, Levi Starbuck, editor in chief, is one of the best college papers that we see. It is certainly a credit to the students who edit and publish it, and to Earlham College. Price, \$1 per year. Address, Earlhamite, Richmond, Ind.

LOCAL.

GOOD NEWS.—Since it is too late to put this notice in the body of the Journal, we have definite information that the TEACHERS' EXCURSION to Philadelphia is a surety. The route will take teachers to Cincinnati, up the Ohio river by boat 160 miles to Huntington, by rail to Richmond, V., and to West Point, and from the latter place to Baltimore by packet, from there to Philadelphia by rail. Round trip tickets, good for 60 days and five days' board in Philadelphia, \$34.60; for ten days in Philadelphia, \$42. Tickets allow holders to stop off at any point, and are transferable. The first excursion will start June 27, and the times and frequency of others will depend upon the number of applicants for tickets. Teachers will be allowed to take friends at same rates. No person will be admitted who drinks whisky or swears. For circular giving particulars, send to J. H. Madden, Bedford, Ind. To secure a "birth-right," each teacher must pay \$2. Send as soon as possible to J. J. Mills, Indianapolis, indicating the time you wish to start.

Northern Indiana Normal School and Business Institute, Valparaiso, Indiana.—About one year ago a local appeared in these columns giving a brief history of this institution up to that time. We shall here continue the history. The closing term of last year increased the enrollment to 691. This rapid growth demanded more extensive accommodations. Immediately at the close of the school year, more than 100 workmen were employed. The college building was literally torn to pieces, and completely remodeled; an additional school building and three large

boarding houses were erected, and many smaller ones purchased. All, however, was not outward show. A good library was procured, and an abundance of apparatus prepared. Everything that would add to the interest of the student was in readiness at the opening of the Fall Term. That the preparations had not been made in vain, was proven in the fact that on the first day of the year more than 700 names were enrolled. This number increased during the second term, and on the morning of February 29, the term enrollment reached 1,000, which gave to the school the enviable name—"The Largest Normal School in the United States." Though the attendance is thus large, yet there are ample accommodations for as many more.

The inquiry frequently comes, "What is the secret of this remarkable success?" Briefly it may thus be answered: 1. The school occupies a position in the educational field which meets the wants of a larger class of students than any other school. 2. All who attend are earnest seekers after education. The majority depending upon their own exertions for support. 3. The expenses being so low, place an education within the reach of all. Rich and poor alike, find it a home. It has proven, beyond a doubt, that extravagant school bills are useless. 4. The work is thoroughly practical, and meets the wants of all thinking people. 5. Students can select their own studies, and are not compelled to pursue a course that is distasteful to them.

Many are the reasons given by outside parties for the wonderful growth of this school. One is, extensive advertising; another, because of expenses. True, expenses are lower here than at any other school. Supposing they are. Supposing the advertising is extensive. Let the students flock in and find that it is all a myth, that the instruction is of no value, and how soon would the institution be a wreck. Consider the sources from which these reasons come, and then judge for yourselves.

No, the *secret* of the success is this: The officers of the school attend to their own business. While other institutions are talking, this is working. It gives its students value received for their money. They are satisfied with the knowledge acquired, and go out into the world living recommendations of the efficiency of the methods. Surely if it were a fraud some one out of a thousand earnest workers would detect it.

If educators generally would be more charitable, less envious, build up institutions of learning on their merits, and not by tearing others down, say less and work more, there would be no just reason why the Normal at Valparaiso should be more prosperous than any other school.

From Professor T. Harrison, A. M., formerly President of Moore's Hill College, Ind.—After teaching Chemistry for over twenty years, with different text-books, I finally took up Hooker's, and, for the last four years, have used it with great satisfaction. The whole work is pre-eminently practical, abounding with information that the masses of the community

absolutely need, while the style is both simple and full of charm and interest. The language is that of a devoted teacher talking earnestly to his pupils. One defect, however, existed: the formulas were not given to the extent that was desirable. These the teacher had to supply. At length, a new edition has been issued, in which the formulas are amply given. Besides, considerable new matter has been introduced of a most interesting character, such as the revelation of the spectroscope, etc. The new nomenclature, too, is adopted. In short, the whole work may be regarded as perfect for those who desire a general knowledge of the fundamental principles with the more important details. The teacher that cannot interest a class in chemistry with this new work, is unfit to be a teacher. It may be added that the letter-press is in the highest style of the art.

35 Centennial Readings. 35

Recitations and Dialogues, with a choice variety of other matter, (200 pp.) in "The Elocutionists' Manual" for 1876, sent postpaid on the receipt of 35 cents. J. W. SHOEMAKER & CO., National School of Elocution and Oratory, 1418 Chestnut st., Philadelphia. 2-3t

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WAYS AND MEANS.

ALFRED KUMNER.

IT IS a well known fact that some teachers have little power of originating or devising, and, yet, it is equally well known that the successful teacher is, in some sense at least, an inventor. That is to say, he is a person of ways and means, a person skillful in contrivances, fertile in resources, and always ready for any emergencies. I have known teachers, and so have you, who were very much alarmed when half an hour or an hour was to be filled up in some unusual way; perhaps the recitation closes some fifteen minutes earlier than usual, or the literary exercises, on Friday afternoon, are half an hour shorter, and then comes the unanswered, and, to many teachers, the alarming question, "How shall the time be employed?" By many teachers such time is allowed to run to waste, by others it is filled up with some loosely conducted general exercises, which are void of interest or point, and are as unprofitable as they are discreditable. If all the fifteen minutes, half hours, and hours that, in a single year, are squandered in this way all through our state could be aggregated, the wasted golden hours would be found to exceed by far, both in number and in value, the golden

dollars, aye, or the greenback dollars either, of the richest man in Hoosierdem. And we inquire with the poet,

"Who's seen my day?

'Tis gone away,

Nor left a trace

In any place.

If I could only find

Its footfall in some mind,

Some spirit waters stirred

By wand of deed or word,

I should not stand at shadowy eve,

And for my day so grieve, and grieve."

Oh; wasted hours! oh, precious time! should it not be re-deemed? Yes; but how? what are the ways and means? It is to the answering of this question that I address myself, and, for the sake of greater clearness and precision, as well as for novelty's sake, I have arranged my thoughts in the form of a dialogue, as follows:

Miss Slow.—'I don't see how it is, Mr. Ready, that you are always so enthusiastic in your school work; I am sure I try hard, and yet I seem to accomplish very little, and am often at my wit's end to know *what* or *how* to do; and, above all, I seem to lack that earnestness or enthusiasm which characterizes you.'

Mr. Ready.—'Enthusiasm, Miss Slow, is the result of earnest thought, and of an intelligent use of certain ways and means to definite ends.'

Miss Slow.—'Yes, yes; but, after all, what are these ways and means, and how is enthusiasm maintained?'

Mr. Ready.—'Well, Miss Slow, to be explicit with you, the cause of my zeal, just now, is a microscope.'

Miss Slow.—'A microscope!'

Mr. Ready.—'Yes, and I answer you that this enthusiasm is not confined to myself, but has taken possession of my entire school, and we are having a delightful time studying together the mysteries and beauties of the hidden microscopic world around us. We began our studies with the mechanism of the microscope itself, for we were anxious to know something, at least, of the mechanical arrangement of the instrument that made to us such wonderful revelations: thus we had several lessons on the different parts of the microscope, the manner in which they

act, and the functions they perform; we had, also, several lessons on the reflection, refraction, and polarization of light; and, finally, with the microscope itself in the school room, we learned the most important lessons in regard to its manipulation. We were then ready for an advanced step; and, I am glad to tell you that we have learned together how to secure, to dissect, to prepare, and to mount objects, and, in every step of these processes, our enthusiasm has increased, and the results, all the way, have been most surprisingly satisfactory.'

Miss Slow.—'I suppose this accounts for the curious drawings I saw on your board last Friday afternoon.'

Mr. Ready.—'Yes, ma'am, we had about half an hour extra time last Friday afternoon, and we employed it in putting on the board, as well as we could (for none of us are finished artists), the results of the week's researches. One boy had mounted dry, some scales from a moth's wing; another had mounted, in Canada balsam, a sting extracted from a small wasp; others had prepared and mounted flies' wings, fine shavings, hairs, dried grasses taken from winter bouquets, etc.; a young lady of the school, one of the most intelligent as well as enthusiastic in work of this kind, had taken the eye of a moth, had carefully moistened it in water, and thus removed all the dark pigment with which it was filled; there then remained an exceedingly delicate capsule, or cornea which she had moistened in glycerine, and this was her object. You, perhaps, imagine the pride of this girl, as she heard the expressions of wonder and admiration from both teacher and school while they were eagerly looking at the convex surface of her object with its innumerable hexagonal openings so like the cell of the honey-bee, only infinitely more delicate and beautiful. All of these results were portrayed, accurately as possible, upon the board, and thus the research of one became not only the means of the information, but of the inspiration as well, of all the others.

At other times, I have brought my own microscope into the school room, placed a previously selected object in it, arranged the light, adjusted the focus, and then allowed ten minutes to the forty members of my school for filing up to the microscope and examining the object; this, you see, allows each of the forty fifteen seconds for looking; at their seats they write in a book kept for the purpose, an account of what they see, and these accounts

or descriptions are afterwards read, criticised, and, if need be, elaborated by the teacher, and accurate representations drawn by all; then, if necessary, a different part of the same object is brought into the field of view, the focus again adjusted, and the foregoing processes repeated. If you have never tried this, or a similar method of teaching and occupying spare time, you would be surprised at its enlivening influence.'

Miss Slow.—'But I can't afford to buy a microscope.'

Mr. Ready.—'Perhaps you can't, but nine teachers out of every ten can afford it. That will depend, not upon your daily wages, but upon what views of life and of your profession you take. If you live to impress and inspire the rising generations, if you live to ennoble and elevate your own intellectual and moral life, you can well afford to own not only a microscope, but many similar means of achieving these praiseworthy ends. For fifteen or twenty dollars you can buy a microscope that will answer your purpose very well, and smaller ones, for class use, can be purchased for three dollars and fifty cents, or even less.'

Miss Slow.—'But, it seems that the art of drawing necessarily accompanies the art of microscopy, that the latter largely depends upon the former, and I am sure I can't draw.'

Mr. Ready.—'The connection between the two arts is not as intimate as you suppose, and, besides, you can learn to draw. You can easily learn to draw plane geometrical figures, simple outline sketches, and, by skillfully using the imagination and superior artistic skill of your classes, you can easily make up for your own deficiencies. Again, if you will take up Krusi's or Willson's Drawing Series, spend half an hour each day in the pleasant recreation of teaching yourself the art of drawing, you will soon have skill sufficient to delineate any microscopic object that you may examine.'

Miss Slow.—'Would you have me make a hobby of the microscope?'

Mr. Ready.—'Yes, ma'am; of the microscope, or of something else. Hobbies are not injurious, but only their excessive use is so; and it is even better to have a hobby, and to ride it to death, than to have no hobby at all; or, to drop this hobbling figure, it is better to thoroughly understand, and carefully and continually to study one subject, whatever it may be, than to take no profound interest in anything. I need not tell you, how-

ever, that it isn't necessary that anything should become a permanent hobby. I believe in *temporary* not *permanent* hobbies.

Miss Slow.—'Well, I'll think about it. and, perhaps, I shall be able to work up more enthusiasm about something.'

Mr. Ready.—'Aye, that's the word; *work* is the word: it is the *open sesame* to greater beauties and mines of wealth than poets ever dreamed of, or Arabian stories know: a magic word, the key to earnestness, the passport to true greatness, the source of self-confidence; often mistaken for genius, since it is the infallible precursor of success; it is the inspirer of hope, the crown and not the curse of true manhood. Everything has its price, and, in our profession, not gold, nor rank, nor beauty, nor talent, but *work* only can purchase success.'

Miss Slow.—'Aren't you becoming just a little sentimental now? To bring you back to the subject, tell me, is it true that you have a specimen of the *bubo maximus* in your room?'

Mr. Ready.—'Do not place too light an estimate on the truths you designate sentiment; for, if sentiment, they are still truths—truths upon which all teachers must plant themselves in order to flourish.

Yes, I have in my school room not only a fine specimen of the *bubo maximus*, but specimens also of the *corvus corone*, *falco borealis*, *trochilus colubris*, *ardea minor* *turdus migratorius*, and many other specimens of the feathered tribe, together with a few bugs, lizards, spiders, frogs, snakes, etc., etc., for you see, I teach zoology, and, hence, it became necessary for me to learn the taxidermist's art, which I accordingly did, and I have since had the pleasure of teaching it to not a few of my pupils. I assure you we have learned more in one month of research in the woods, in the waters, under logs and fences, in preparing and classifying our specimens, than we could possibly have learned in three months from the text-book alone. Our zoology tells us of the beauty and functions of the plumage of birds, the remarkable power of their wings, the lightness of their frame, the shape of their mandibles, the arrangement of their toes, of their classification with reference to these and other peculiarities; it tells us of the metamorphosis of insects, their articulated structure, their respiration, their senses, their masticating and digestive apparatus, etc.—all this and many other things we not only learn from our text-book, but actually see and examine for ourselves

in our numerous stuffed and preserved specimens. Thus, for a time, natural history has been our hobby. I might say, too, that the two hobbies, microscopy and taxidermy make an excellent team, working well side by side.'

Miss Slow.—'But isn't such a course very burdensome?'

Mr. Ready.—'Laborious, burdensome; philosophical, but not difficult: it is not the only way, but it is the best way to teach. It is called the objective method of instruction, and is said to be peculiarly well adapted to the development of the child-mind—then, let mine be a child-mind forever, for the pleasure of independent research in God's diamond mines of truth, is equaled only by the pleasure of placing these truths, on the objective plan, before the imagining minds of others.'

Miss Slow.—'But, after all, do you think it proper for me, a lady, to engage in such pursuits?'

Mr. Ready.—'Certainly proper for you, as a lady; eminently proper for you as a teacher. You see, the day of *keeping* school is past, and the day of *teaching* school has come. Woman, everywhere, is seeking professional skill, and, in no profession with more grace and fitness than in teaching; but let her be in earnest, let her enter boldly upon her explorations in the field of nature if she wishes to stand side by side with those whose researches have given us the sciences of botany, geology, chemistry, zoology, astronomy, physics, and the various philosophies. If a beaten path will not do, let her discover a new one: every leaf, every stone, every creature, is a volume written all over and *through* with lines of wondrous beauty; it is as if the Creator had taken into His hand of skill and power a sunbeam, and had written in the minutest creation some secret of His own, the discovery of which He has left to our own ingenuity and industry.'

Miss Slow.—'Are there not other and, perhaps, simpler ways in which I may increase my interest in my work, and acquire that readiness in which I am now so deficient?'

Mr. Ready.—'Yes, I will suggest another; it is this: carry with you constantly a note-book in which you make daily jottings. Thoughts, perchance brilliant thoughts, come when we least expect them; and, conversely, thoughts, *brilliant thoughts*, when we most need them, are often least at our command; hence the necessity of having always with us the means of imprisoning ideas when they do come, and thus holding them in reservation

for future use. You hear a remark on the street, an impression is made on your mind by a song, you discover a fact new to you, or see an old one in a new light; so it is every day, and he is the ready teacher who has always at hand some means of preserving these fleeting impressions; therefore, carry a note-book and use it, cultivate habits of close observation (as you will be likely to do if you carry the note-book), and it will rarely be the case that you are not ready for any of the numerous emergencies of your school life. If the keeping of a pocket note-book be supplemented by a persistent use of a scrap-book, mucilage, and a pair of scissors, so much the better. The selection and arrangement of various items, scraps, longer articles, pictures, etc., will give information and pleasure to you and to your school, and it will do more, for it will have a reflex influence upon yourself, leading you to read more extensively and with more discrimination, since you will want for your scrap-book the best material only.'

Miss Slow.—'I am not sure that I meet very much in my reading that would at all help me in teaching.'

Mr. Ready.—'Probably that is not the fault of the reading, but of the reader. Now, Miss Slow, you have asked me quite a number of questions, may I ask you a few?'

Miss Slow.—'Certainly.'

Mr. Ready.—'Do you take any scientific journals?'

Miss Slow.—'No, sir.'

Mr. Ready.—'Do you take the *Galaxy*, *Scribner*, *Harper*, or any magazine of that kind?'

Miss Slow.—'N-o, sir.'

Mr. Ready.—'Are you a regular subscriber for any political or religious newspaper?'

Miss Slow.—'I see our city papers nearly every week.'

Mr. Ready.—'How many educational journals do you take, and *carefully read*?'

Miss Slow.—'I sometimes *borrow* the *State Teachers' Journal* from Miss Jones, but I seldom have time to read it.'

Mr. Ready.—'Ah! after all these concessions, I no longer wonder that you complain of a dearth of ideas, of a lack of skill and enthusiasm; your case is not very unlike the case of one who should attempt to build a house without a single tool; or, of one who should attempt to scale the Alps without a friend or guide to accompany and to assist him; or, of one who himself in

the 'gall of bitterness and in the bonds of iniquity,' should attempt to show others the way to heaven. Answer me once more: are you familiar with Shakspeare, Milton, Cowper, Scott, Burns, Bryant, Longfellow, Tennyson—with any or all of these poets?

Miss Slow.—'I can't say that I am; I never did like poetry.'

Mr. Ready.—'Do you read and relish history, biography, philosophy, or general literature?'

Miss Slow.—'Yes, I'm very fond of *general* literature, and read with avidity Mrs. Holmes, Marian Harland, Charles Reade, and — and the New York Ledger.'

Mr. Ready.—'Now, Miss Slow, our conversation has been sufficiently lengthy for this time, but let me tell you, before we part, that it is your imperative duty to do one of two things: either to go to work in some such way as I have explained, or to quit the profession upon which you are but a dead weight, and which, sooner or later, will, to your lasting disgrace, shake you off and thus make room for women of thought, skill, energy, and enthusiasm.'

MT. VERNON, IND., Feb. 17, 1876.

THE TRAVEL OF SOUND.

Did you ever observe a woodman cutting down a tree, at a distance? You could see the hatchet fall, and some time after that the sound of the blow came to your ear. Do you know the reason?

Light travels so fast that the time it takes to come from the hatchet to you is so small that it cannot be reckoned; so that when you see the hatchet fall, that is the instant the blow is given; but the sound coming at a very slow pace (only 1142 feet in a second), it takes as many seconds to get to your ears as 1142 is contained times in the number of feet the tree is distant from you.

Did you ever see a man fire a gun at a distance, and after seeing the flash have you wondered why you do not hear the sound, or that you were kept considering how long it would be before the sound came? Do you know the reason—can you explain it?

Because, as before, sound lags behind and the flash takes up no time in coming to the eye.

Suppose it were five seconds after seeing the flash before you hear the sound, how far off would you be? Ans. 5×1142 ; six seconds, how far? Ans. 6×1142 , and so on.

Supposing, then, that a man was standing where you could see him a mile off, and you saw the flash of his gun, how long would it be before you heard the sound? Answer—a mile reduced to feet and divided by 1142, would give the number of seconds before I could hear the sound.

This is the way by which we can determine how far from us lightning strikes. We see the flash, and if the crash of thunder is instantaneous, we know it is very near; but if some seconds elapse after the light and before the sound, each of these seconds counts for 1142 feet of distance between us and the tree, rock, or barn that is struck.

How do you think the sound gets to the ear? The air in the gunpowder suddenly expands and disturbs the air immediately about it, or the hatchet causes a vibration or tremulous motion of the wood, which sets the air in motion all around about; and this makes a sort of circular wave, beginning from a point which gradually enlarges, one circle of the air striking against another, until it reaches the ear, unless it meets with some hindrance in the way; just as when you throw a stone into a smooth pond, a wave beginning from the stone spreads in every direction until it reaches the bank. The air is as necessary to continue the sound up to your ear, as the water is to make the wave come up to the bank.—*Home Scientist.*

THE INCONVENIENCE OF BEING NAMED SMITH.—Yes, there is much in a name, and no man, however discriminating, is above its influence. An old war minister once confessed to me that when the name of a candidate for official favor was submitted to him, he was inclined at once by its very sound to grant or refuse the request. When Louis VIII. of France wanted a wife the names of two Spanish princesses, Uracca and Blanche, were suggested to him. "*Uracca! Blanche!* BLANCHE is my

queen;" and although the former was the more beautiful and accomplished, and had been specially educated for him, the young monarch could not be diverted from his choice.

Even in our cold intercourse with books the name of an author prejudices us for or against him. Who would hesitate, though profoundly ignorant of their merits, between a volume of poetry by S. T. Coleridge, and one by Amos Cattle—an essay by Charles Lamb and one by James Hogg? Why, the gentle "Elia" was himself so affected by the name of his friend, the Ettrick Shepherd, that he made it the catastrophe of a new comedy.

Perhaps Fatima shut the door of the bloody closet with more celerity than I dropped that programme, but I am slow to believe it. Thus introduced, I could not address the multitude. It would have been the deed without a name. I threw up my part and left college.

But like the Wandering Jew or Ancient Mariner, ever "since then, at an uncertain hour, the agony returns." If in traveling I make myself agreeable to a gentleman who at parting solicits my name, and I tell him, "Sir!" he is apt to exclaim, with some impatience, "I was in earnest, and wished to continue the acquaintance." If such speeches hint at an incongruity between my name and appearance, so far from flattering my vanity they only make matters worse. A young lady once said to me at a large reception, "As soon as you entered the room my aunt wondered who you were; and I replied, *Mr. Smith*, of course; for you know where two or three are gathered together *he* is sure to be." Had she stopped there I should have been content; but when she added, "You looked less like him than any gentleman in the room," I had a spurious sort of feeling, as though I had been detected in imposture, and no doubt looked as pale and limp as a counterfeit greenback.—*The Galaxy for April*.

If rich, it is easy enough to conceal our wealth; but, if poor, it is not quite so easy to conceal our poverty. We shall find that it is less difficult to hide a thousand guineas than one hole in our coat.—*Colton*.

TEACHING GERMAN IN HIGH SCHOOLS.

CHAS. E. EMMERICH.

IN a former article I promised to say something about the method of teaching German, in order to reach satisfactory results.

There are, no doubt, different methods by which this may be done, and this article is written simply for the purpose of giving a description of the manner in which I have taught the language for a number of years. It seems proper that this should be done, and it would be well if methods of teaching all the higher branches would be more frequently discussed than they are now. Such discussions are certainly as important as those concerning the common branches. The reason why it is not done is certainly not to be found in the presumption that all who are engaged in teaching the higher branches are so far above improvement that they could not derive any advantage from them, for that is certainly not the case.

But to return to the subject before us. The object of teaching German is, as has been said before, a twofold one; first, to afford mental discipline to the pupil, and, secondly, to enable him to speak, read, and write the language at the completion of the course, and thus to make the knowledge of it of practical use to him. A graduate should be able to carry on a conversation concerning circumstances and affairs in every day life, and to understand what is spoken to him in German without much difficulty.

The matter of mental discipline need not be specially discussed here since the application of the proper means and methods in teaching the language with a view to enable the pupil to speak, read and write it, affords opportunity enough for that purpose. The former is a natural result of the latter, which problem we will therefore proceed to consider.

All methods of teaching (no matter what the subject may be) are, or ought to be, based on the principle, that the mind can most easily grasp one thing at a time. Only one point should be presented at a time, and at once illustrated by examples and exercises, and no new difficulty should be introduced until the preceding one is well understood. Another principle, which ap-

plies specially to the teaching of languages, is that every one who studies a foreign language in a high school, is supposed to know something of his own language and its grammar. He will naturally express his ideas in the new language in a manner as similar as possible to his own. The study of the new language must consequently be comparative, i. e. the teacher must constantly call the attention of the pupil to the similarity of words in the two languages, and present to him his own word, so to speak, in a different dress, and show him the changes which the word has undergone in inflection and position.

It may, perhaps, be well to state here how a knowledge of a foreign language may be acquired. This may be done, first, by associating with those persons whose language we wish to learn. We then become accustomed to hear it spoken, and thus gradually learn to speak it ourselves. The second method is by studying the language systematically and scientifically, making its grammar our guide as we progress. The former is generally called "picking up" a language, and it is in this manner that most of the foreigners who come to America learn to speak English. It is also by the same process that every one learns the elements of his own language. In fact, it is the only way by which we can learn to *speak* any language. There is no other. Pursuing the study of a language according to the second named method alone, we will probably get a reading knowledge of it, but we will never be able to speak it.

Taking it for granted, then, that a person can learn to speak a language only by hearing it spoken and speaking it himself, we arrive at the natural conclusion that the teacher must begin at once to speak to his pupils in German. It is necessary, as a matter of course, that a limited number of words should be studied first, and these words may then be made the subject of a conversation.

Some object to this method on the ground that this is merely a mechanical process and does not benefit the pupil mentally. Now it cannot be denied that *speaking* any language is a mechanical process, for if we form sentences in our own tongue we do it by unconsciously imitating other sentences and not by thinking of the rules which are applied in it, and in the same manner must the process of learning to speak a foreign language be, of necessity, a mechanical one. But there is no reason why, in ac-

quiring the ability to speak, the pupil should not have opportunities to exercise his mental faculties. He has to study the laws of the language and is at first, to a great extent, guided by these laws. He has to remember the words, which exercises his memory; he must apply the laws correctly, and therefore must think logically; his powers of reasoning are thereby strengthened. It is only by the force of repetition that speaking becomes a mechanical process with him, but not before he has undergone a severe mental training.

A good way to begin is to have the pupil commit the names of the German parts of speech. They will then form the nucleus around which the other words cluster. The limits within which the teacher has to move, are at first, of course, narrow, and he will be obliged to insert a good many English words, but as the limits widen and the pupils acquire a larger stock of German words, the use of English words, on the part of the teacher, will proportionately decrease until at last he can dispense with it entirely.

There are two points which speak very much in favor of this method. The first is, that thereby the ear of the pupil becomes trained, in consequence of which he learns to understand and to speak, and the second is that the interest of the pupil in his work is constantly kept awake, because he can see at once the result of his labor. He always sees what progress he has made in the accumulation of words and in the grammatical principles of the language. And it is certainly true of all teaching that, in order to gain satisfactory results, it is first of all necessary that the teacher should enlist the interest of his pupils in their work, and make the study of it as much a pleasure as a labor for them. To illustrate briefly how this may be done, we will suppose the pupil to have learned the names of the parts of speech, besides the names of a number of other words. He is then required to translate a sentence like the following: *Der Knabe hat ein neues Buch*—The Boy has a new book. Having translated it, he will proceed to parse each word in the sentence. To this end the teacher will ask him, slowly and distinctly, the following or similar questions: *Was fuer ein wort ist "Der?"* and will receive the answer: *es ist ein Articlel*. In a similar manner he will ask about the second word and receive a similar answer, as: *Das wort "Knabe" ist ein Hauptwort*, etc. The teacher

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should insist that the answers be given in complete sentences, and mistakes must be corrected at once.

Thus, while gradually advancing and becoming familiar with the different classes of words and their use, the pupil at the same time learns to tell that which he knows about them, in German. The same principle may be carried through the entire course and as the pupil advances, the teacher may introduce new words and phrases, but never until everything that has preceded is thoroughly understood.

Concerning pronouns he would, for instance, ask: *Wie viele Classen von Fuerwoerter giebt es im Deutschen?* Answer: *Es giebt sechs Classen, naemlich: Persoenliche, Fragende, Relative, etc., etc.* In the more advanced classes the teacher may have the pupils analyze sentences. For instance, in analyzing a sentence consisting of one principal and one or more subordinate clauses, he might ask questions like the following: *Was fuer ein Satz ist dieses?* Answer—*Es ist ein zusammengesetzter Satz. Welches ist der Hauptsatztheil?* etc. He may further ask questions concerning the inversion of the subject and verb, and similar incidental questions about construction. He may also, for a review, take up each word separately, requiring the pupils to parse each one according to the manner described above.

In the second year of the course an elementary reader may be used, and the teacher may then divide the time of his recitation, devoting part of it to the translation of a piece, and the remainder to a conversation concerning the subject-matter contained in it. In the same manner every recitation throughout the course may be carried on, and at the end of it the pupils will have acquired that for which they began the study of the language—the ability to speak German.

Space will not permit to enter into any further details. From what has been said above, teachers of German will be able to get an idea of my method of teaching German, and that is the object for which this article was written.

Horace or Boileau have said such a thing before you, I take your word for it, but I said it as my own, and may not I have the same just thoughts after them, as others may have after me?

THE EDUCATION STRUGGLE IN ENGLAND.

At the close of the Reformation all teaching was under the control of the clergy. The modern spirit has gradually freed, or is freeing, teaching and teachers from this subserviency, but nowhere has the process been slower than in England. There are reasons for this. In the first place, it was the last country to receive the educational impulse; and, in the second place, the movement began in circumstances which rendered its direction zig-zag in the highest degree. In England, at the time the movement commenced, there was wide diversity of religious and political opinion within and without the Church, and there is to this day. The difficulty arising from this diversity of belief might have been overcome, had it not been that the opinions were irreconcilable. Some maintained that all teaching must be religious, that without religious teaching all other instruction was worse than useless, and that therefore the teacher must be subordinate to the clergyman and under his supervision and control. These made the school an appendage and nursery of the Church. They everywhere instituted schools in connection with churches, and by their energy they justly gained a foremost place in the management of the education of the country. Others could not accept for their children the education thus offered by the English Church, and the founded schools in which religion might be taught according to their own ideas. Thus no national system was introduced until 1870; and no national system would have been introduced at all, had not strong evidence come forth that voluntary effort, gigantic as it might be, was leaving a large portion of the field uncultivated. Throughout nearly the whole of the exertions made by the State before that time, the leaders of the English Church had assumed an antagonistic position. They opposed Mr. Whitbread's Bill in 1807. They opposed Brougham in 1816. They were not strong enough to carry his Bill of 1820. They opposed the establishment of the Committee of Council on Education. And a large number of the most influential members of the Church opposed Mr. Forster's Act. The education question has thus assumed in England the appearance of a contest between the Church and the State as to who should manage education. Mr. Forster's Act unquestionably laid the founda-

tion for the State's undertaking the entire work, but it apparently left the ultimate decision of the question to experience. Voluntary and national schools were to exist side by side. The Church and the School Boards were to fight the battle out. And now the contest between the Church and the School Boards is reaching its height. The position is one of great awkwardness for the Church. It has to maintain the principle of establishment for religion. It urges disestablishment for education. If it had heartily gone in for School Boards it would have gained on the School Boards the position and influence to which its numbers and worth entitle it. But now it has the appearance of fighting against the nation.

And we are sure of this, that it cannot ultimately prevail. For, in the first place, the experience of these last years has proved that the Board schools are the best, and that schools managed by representatives of the people, and by means of rates, can be brought to a point of perfection which it is hopeless to expect that most of the schools supported by voluntary contributions will reach. In fact, it is this failure of the voluntary schools in comparison with the Board schools, which has given rise to the alarm and agitation. But nothing will ultimately prevent the people from having the best schools that can be got, and it is not wise to retard them in the attainment of such a desire.

And, in the second place, the teaching profession must, in the progress of time, be emancipated from the subjection to the clerical. If it is to do its work well and thoroughly, it must be independent of other professions, and have a recognized and honored position of its own. And it will be found in the end that the school will help the church more heartily and more effectively when the clergy and teachers stand on an equality, and when all devote their energies to the special and peculiar work assigned to each, in a voluntary unity of purpose, and a hearty consecration of all their powers to the service of God and the good of humanity.

In the meantime the contest is one of deep interest for all who are engaged in the work of education. Rumors of every kind are afloat as to the intentions of the Government, but it is not wise to pronounce any judgment on the strength of mere rumors. The Government has promised to deal with the question this ses-

sion. Mr. Dixon's Bill will also help to elicit opinion. And whatever Government or any one may do, the friends of education may rest assured that the cause which has right on its side will ultimately triumph.—*The (Scotland) Educational News.*

WHISPERING IN SCHOOL.*

ONE of the greatest evils found in school, and one most trying to the teacher's patience, is the habit of whispering during school hours, indulged in by many pupils. And though all good teachers exert themselves to the utmost to correct this habit, it still flourishes and still goes on slyly and stalthily. The whisperers may be divided into two classes: those that whisper from carelessness and without thought of what they are doing, and those that do so wantonly, knowing that it is against the rules.

The former class is at first the larger, of course; for when anything comes into the minds of any of this class, they only know that it would interest some one else, and so communicate it without thinking whether it is right or wrong to do so. But when the subject of whispering has been presented to them in its proper light by the teacher, this class diminishes in number, and those that are left are immediately transferred to the second and much more dishonorable class. These scholars sin against knowledge, and for this reason cause the more trouble to teachers, because the annoyance is persistently continued.

But we must all own that it is sometimes a hard matter to refrain from whispering. For instance, when a boy is inclined to keep in favor with a certain girl, it is hard, very hard, to refuse, for the sake of principle, to give even an answer to her if she happens to make some request of him in school hours. You can judge whether he ought to do so, and whether he should be held in less esteem for doing so.

But if this habit of whispering should not be indulged in in school, there must be some reasons for it, otherwise the prohibition would be unjust. Now there is nothing wrong in the simple act of whispering, if done in its proper time and place; but it

* By Master John B. Richards, Jr., a pupil in La Crosse High School.

should be checked in school for the following reasons: First, the teacher, in his desire to promote the welfare of his school, makes certain rules which, in his judgment, will secure this good result if carried out according to his wishes; hence, since insubordination is the very ruin of a school, it becomes the duty of every scholar to obey cheerfully and assist in the observance of these rules. So, when whispering is forbidden, it is plainly wrong to break the rules by engaging in it. Here, by the way, it may be remarked, how strange it is that scholars who would scorn to do a mean act, and who hate a lie, seem to think, judging from their actions, that it is perfectly right and proper for them to take advantage of the teacher when his back is turned, or his attention is called some other way, and slyly whisper to their seat-mates or neighbors. We see this occur every day, and wonder whether their consciences are at all disturbed by the act. The second reason why the teacher forbids whispering is this, that while the pupil is engaged in it he cannot be busy with his lessons; and, moreover, since it is his duty both to himself and to his classmates always to be ready and prompt with his recitations, it is clearly a breach of duty to interrupt the preparation for, and perhaps destroy a recitation for the sake of indulging in this forbidden and stolen enjoyment. But aside from this it is also weakening to the mind, as we learn from those who have studied into the matter, to spend a longer time upon a lesson than is necessary. Close application tells.

In short, not only does the whisperer interrupt himself in his own work and do himself injury, but he also inflicts like injury and great injustice and annoyance upon the victim of his imposition. He seems to overlook the possibility that the object of his selfishness may be in a condition where it would be a serious inconvenience and annoyance to him to be interrupted in his work.

School Bulletin.

A MODEL PRIMARY TEACHER.

MISS A. is a lady who looks upon teaching as a life work. While working in a Second Reader grade she displayed such extraordinary skill in primary instruction that the Board of Education increased her salary one hundred dollars and promoted her to the charge of the youngest pupils in the school. Here

for several years, she has taught a class which frequently numbered more than a hundred, and, without an assistant, has done her work so thoroughly that parents are often with extreme difficulty persuaded to consent to the promotion of their children to a higher grade. "Impossible!" says the incredulous, "she cannot reach every pupil of such a mass." Yet she does, and that so effectually, too, that she secures the attention and wins the heart of each child.

What are the causes of this wonderful success? First, and most important, is her love for children—the motherly instinct which fills the heart of every true woman and makes it possible for her to excel the wisest and best of men as a teacher of children. Without this, the highest intellectual attainments or the most thorough training will fail to make the ideal teacher.

Her attention to the minutia of order and her patience in explaining to every new pupil how the classes go to and from the seats, what each signal means and in what order the pupils are dismissed, makes everything move smoothly, and no time is wasted in noise and confusion. There is little "machinery" in her system of government, and that little works without friction, so that it does not require constant tinkering and adjusting. There is no calling of classes by repeated signals of a bell, no marshaling of pupils one by one in a way which takes more time than the recitation proper; a light tap or movement of the pointer is readily understood by the children, and every member of the class next in order rises immediately and moves to his place without a word from the teacher.

She does no work in school hours which can be done before. The copy to be written, the lesson to be learned from the board, the object to be studied—these are all ready and no time is lost in preparation. More than an hour, on an average, is occupied every day in this preparatory work before the school assembles. Many teachers fail through neglect in this particular; like foolish virgins they seek to give light but prepare no oil for their lamps.

Her school room is a marvel of beauty, a real kindergarten, which the child cannot visit without pleasure; pictures adorn the walls, flowers and vines are in every window, and even the prosaic blackboards lose their unsightly appearance, for by the skillful use of colored crayons every part not needed for daily exercises is decked with beautiful mottoes and pictures.

She has remarkable skill in the use of concert recitations. This is the only particular in which a young teacher observing her work should be cautioned against imitating; very few persons could occupy so large a portion of the time in this manner and yet show good results when the pupils are examined singly. Success in concert recitations can be secured by that teacher alone whose eye and ear are so trained as to discover the wants of each individual, and even such a one must vary the work by the use of other methods.

When the school is addressed, every pupil is expected to pay undivided attention, and the one who fails to do so is called by name.

Every recitation is short, and the character of the exercises is frequently varied, the reading and writing are relieved of their monotonous features by the enlivening features of singing, calisthenics and object lessons. But half the school remain for the last hour of the forenoon and afternoon, the rest being dismissed at recess. Thus the pupils are always fresh, and, under the skillful management of this teacher, accomplish more in the short time they are at school than many who stay much longer each day, simply because the hours of school are hours of *real work*, and no time is wasted.

M. R. A.

STEUBENVILLE, O.

STICK TO YOUR BUSINESS.

THERE is nothing which should be more frequently impressed upon the minds of young men than the importance of steadily pursuing some one business. The frequent changing from one employment to another, is one of the most common errors committed, and to it may be traced more than half the failures of men in business, and much of the discontent and disappointment that render life uncomfortable. It is a very common thing for a man to be dissatisfied with his business, and to desire to change it for some other which, it seems to him, will prove a more lucrative employment; but in nine cases out of ten it is a mistake. Look around you, and you will find among your acquaintances abundant verification of our assertion.

Here is a young man who commenced life as a mechanic, but from some cause imagined that he ought to have been a doctor, and after a hasty and shallow preparation, he has taken up the saddle-bags only to find that work is still work, and that his patients are no more profitable than his work-bench, and the occupation not a whit more agreeable.

Here are two young men, clerks; one of them is content, when his first term of office is over, to continue a clerk until he shall have saved enough to commence business on his own account; the other cannot wait, but starts off without capital and with limited experience, and brings up, after a few years, in a court of insolvency, while his former comrade, by patient perseverance, comes out at last with a fortune.

That young lawyer who became disheartened because briefs and cases did not crowd upon him while he was yet redolent of calf-bound volumes and had small use for red tape, who concluded he had mistaken his calling, and so plunged into politics, finally settled down into the character of a middling pettifogger, scrambling for his daily bread.

There is an honest farmer who has toiled a few years, got his farm paid for but does not grow rich very rapidly, as much for lack of contentment mingled with his industry as anything, though he is not aware of it. He hears the wonderful stories of California, and how fortunes may be had for the trouble of picking them up; mortgages his farm to raise money, goes away to the land of gold, and, after many months of hard toil, comes home to commence again at the bottom of the hill for a more weary and less successful climbing up again.

Mark the men in every community who are notorious for ability and equally notorious for never getting ahead, and you will usually find them to be those who never stick to any one business long, but are always forsaking their occupation just when it begins to be profitable.

Young man, stick to your business. It may be you have mistaken your calling; if so, find it out as quick as possible, and change it; but do not let any uneasy desire to get along fast, or a dislike of your honest calling, lead you to abandon it. Have some honest occupation, and then stick to it; if you are selling oysters, keep on selling them; if you are at law, hold fast to that profession; pursue the business you have chosen persistently,

industriously, and hopefully, and if there is anything of you it will appear and turn to account in that as well as, or better, than in any other calling; only, if you are a loafer, forsake that line as speedily as possible, for the longer you stick to it the worse it will "stick" to you.—*Scientific American*.

AMERICAN COMMON SCHOOLS.

[Synopsis of Lecture taken from the Springfield (O.) Republic.]

Rev. A. D. Mayo, of Springfield, Mass., delivered the first of a series of ten lectures on American Common Schools and Teachers, Wednesday evening, to a large audience at Antioch College, composed of students and friends of education. The subject was "A Century of the American School," and was a brief review of the history of the public schools during the colonial period and the first half century of the national existence.

The common schools of our country were first established by the people of Massachusetts in the year 1642, by a statute that practically included all that we now mean by popular education. Until the Revolutionary war, there was no system of free schools supported by the state outside of the provinces of New England. This early colonial school was founded on three cardinal principles: 1. It was a *character school*, established to promote the moral and civic, as well as mental manhood and womanhood of the sexes. 2. It contemplated the encouragement of every grade of education, from the alphabet to the university, by the State. 3. It proposed not to do the work of the people, but simply to stimulate and encourage them to local effort for universal education. In these three principles lies the secret of the American common school.

The result of this activity of the New England province in popular education appeared in the Revolutionary war. Although the middle and southern colonies furnished a body of eminent statesmen, yet New England supplied 155,000 of the 218,000 troops enlisted in the war, while the regions in which the common school had obtained no lodgment were the hot-beds of terrorism.

While this original common school would hardly bear scientific inspection, it was practically a powerful institution, taught by the superior people, jealously watched by the public, containing the whole body of children, and training all classes together into an intelligent citizenship.

The second great movement for public school education was the passage by the Congress of the confederation of the ordinance of 1785, providing that the lot No. 16 of every township of the public lands in the territory northwest of the Ohio river should be appropriated for the maintenance of public schools. In 1849, two lots in each township of public lands were thus appropriated, and in 1862 an additional grant was made to every state for a College of Agriculture and Mechanics. Altogether not less than 78,000,000 acres of land have been appropriated for public and universal education by the government of the United States during the last century. The manner in which the people of the New England, Middle, and Western States had developed the common school during the first half century of the Republic up to the year 1835-40, was detailed, with various illustrations, and sketches of life in the old time school house.

THE FIRST RED CENT.

An item is going the rounds of the papers stating that "the cent was first proposed by Robert Morris, the great financier of the Revolution. It began to make its appearance from the mint in 1792. It bore the head of Washington on one side and thirteen links on the other." The cent recently referred to in the news, belonging to Mr. R. E. Roberts, of this city, has on one side the sun and dial, underneath which the words, "Mind your business," and on the sides, "Fugio" and "1787." On the reverse a circle of thirteen rings, on which is stamped "United States," and in the center, "We are One." It has always been understood to have been designed by Dr. Franklin. Such is a correct description of the first cent. In this Centennial era correctness in matters of history is important. In this connection the question arises, as it has about pins, where have the millions of red cents made by the Government gone to? Mr. Roberts has also shown us a copper coin about the size of the old United States cent bearing the head of "Louis XVI Roi des Francois, 1790."—*Detroit News*.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

WANTED.—Any person who has one or more of the following named Journals, and will dispose of it or them, will confer a special favor by corresponding with the Editor: January, July, October, November and December, of 1869; September, October, and November, of 1870; June, of 1871; June, July, and November, of 1872. An early reply is desired, and a reasonable compensation for the Journals will be paid.

THE CENTENNIAL.

In the Miscellany department will be found a complete list, by counties, of all the products contributed to the educational part of the centennial exhibition from this state. This will enable every one to see, at a glance, just what each county has done in this direction. It will be noticed that thirty-six out of the ninety-two counties have done something towards this enterprise. The committee has forwarded nearly everything offered, and most that was ruled out was set aside, not so much because it was worthless as because it had not been prepared according to prescribed rules, and, consequently, was not in shape to be exhibited with other material of the same class. It was by no means a pleasant or easy task to determine exactly what was justice to the exhibitor and at the same time justice to the state, which must, of necessity, suffer if products are exhibited that are not creditable. The committee has tried to do its duty, and hopes that its actions will merit the approval of all who know the facts.

But few persons have any adequate idea of the amount of work it has taken to inaugurate, direct, receive, and put in shape this educational exhibit. It will cover about three hundred square feet of counter space; and this, with tables and aisles, will occupy about nine hundred square feet of floor space. The exhibit represents the work of over fifteen thousand school children. There are over two hundred volumes of manuscripts and drawings. Most of the products not in bound volumes will

be exhibited under glass, in twenty-three beautiful show-cases. Besides the public schools, nine of the higher institutions are represented; the object being to represent, as far as possible, all the educational facilities of the state.

After the material was all ready it took seven men four days to box it and put it in shape for shipping. It filled seventy-five large packing cases, some of them containing ninety-six cubic feet. The whole filled two freight cars and weighed six tons. Just think of it, *six tons of intelligence*.

Most of the material was exhibited in Indianapolis for two days before it was shipped, and was looked at by several thousand people, every one of whom, as far as can be heard, was delighted with the display. There is no question but the exhibit will be creditable.

While all the members of the committee have spent a great deal of time in connection with this work, the burden of the labor, both in planning and executing, has devolved upon the State Superintendent, who deserves a great deal of credit for the success he has achieved.

Prof. Cox, the State Geologist, has shipped fifteen car loads of coal, stone, marble, timber, and other material resources of the state.

Next month we will publish what each county has done in the way of raising money to make this exhibit. The exact amount cannot be ascertained at this time. It is known that eighty-two out of ninety-two counties have contributed something.

A FEW VALUABLE SUGGESTIONS.

An examining committee has been visiting the Elkhart schools, and in a published report make so many valuable hints and suggestions that we give a part of it below. The writer of the report evidently has visited schools before, and knows how to look beneath the surface of things. After highly commending the work as a whole, the report says:

"We note with satisfaction that we were not called upon to listen to inadequate reviews of the past term's work, or any 'cramming' done for the occasion, but to witness the ordinary, daily work done in each room.

"Our observations, in some of the rooms, have suggested the hope that earnest attention will still be given, as heretofore in teachers' meetings, to points like the following:

(a) "The dangers of falling into a lifeless routine, bondage to textbooks, and an insufficient exercise of tact or adaptation to particular wants and daily contingencies. (b) The importance of clear and distinct enunciation by the pupils of the grammar grades particularly, and the avoidance of false intonations by every teacher. (c) Great care, especially in the primary grades, that the children's voices shall not be rendered permanently harsh, loud, and unmusical, by habitually making such sharp and shrill tones in singing and in concert recitations. (d) The

evils of too much and too indiscriminate use of concert recitations. (e) That in no room should an animated appreciative reading lesson be thought less important or interesting than a recitation in arithmetic. (f) The necessity of self-control by the teacher, as to spirit, voice, and deportment, as a means of controlling the school room."

The report also recommends that the superintendent be requested to grade the teachers with reference to the following points:

(a) "Order in the school room. (b) Skill in imparting instruction. (c) Executive ability. (d) Manners and personal appearance. (e) Scholarship and general intelligence."

A plea is also made for more flexibility in grading, marking, and promoting pupils. With reference to ventilation the report says:

"With more than usual earnestness we beg leave to call attention to the subject of ventilation in all our school buildings. It is a matter of life or death with some of our children."

We were not surprised to find, at the end of the sensible and valuable report, the name of Rev. W. J. Essick as chairman.

Almost every point referred to in the above can with profit be made a subject of special study by both teachers and superintendents.

DRAWING IN PUBLIC SCHOOLS.

There is a feeling on the part of many that too much is being attempted in our common schools—that the number of studies introduced is being extended to an unwarranted degree, and in looking for a remedy there are those who insist that drawing is an ornamental rather than a useful accomplishment, and should therefore be excluded.

In some cases it may be true that the number of studies is too great, and superintendents need to guard carefully this point; but, in most cases, this will depend entirely upon the how, how much, when, and in what manner, the "outside" studies are presented. But whatever may be true as to the matter in general, it is very certain that drawing is not one of the branches to be ruled out. Those who look upon drawing as an ornamental rather than a useful art, are simply laboring under a misapprehension as to the end to be reached by its study. As drawing has frequently been taught—made to consist almost exclusively in *picture making*, and *copying* what some one else has designed and executed, it amounted to but little, and has justly given rise to the feeling that it is not practical; but as it is now taught in most of the larger cities, it is a very different thing, and the end aimed at is decidedly and wholly practical. Drawing, as now taught, looks almost exclusively to the useful, and aside from spelling, reading, writing, and the elements of arithmetic, no branch of study presented in our common schools can be made more productive of practical results. Its intimate relation to the

useful arts is not yet understood by our American people. They have not, as yet, learned that drawing is at the foundation of all these industries wherever skilled labor, cultivated taste, and ingenuity are required. They do not understand that the United States is low down among nations in the scale of art, and that most of our skilled workmen in many departments of art industry are imported from other countries that afford facilities for this study. France, not many years ago, sent a royal commission to England to learn the secret of her success in the skilled industries, with a view to promote the art-education of the French people. The commission reported that, "Among all the branches of instruction, which for different degrees, from the highest to the lowest, can contribute to the technical education of either sex, drawing, in all its forms and applications, has been almost unanimously regarded as the one which it is most important to make common." The commission recommended that "drawing be made obligatory in all the common schools, whether for boys or girls." United States School Commissioner Eaton, in one of his documents, says: "Whoever succeeds in having all the public school children of the country properly trained in elementary drawing, will have done more to advance the manufactures of the country, and more to make possible the art culture of the people, than could be accomplished by the establishment of a hundred art museums without this training. Just as all literature is open to him who has learned to read, so is all art to him who has learned to draw, whose eye has been trained to see, and whose fingers have been made facile to execute."

It is a fact that the masses of the children educated in the cities and towns must become laborers in some department. They must enter machine shops and factories; they must plan houses, design bridges, invent patterns for furniture; they must engrave in the jewelry shop, conceive and construct in the blacksmith shop, originate and execute in the stone factory; they must invent and transfer to paper new figures for calicoes, carpets, oilcloths, wall paper, silks, silverware, etc., etc. A cultivated taste, with a trained eye to see and a skilled hand to execute must be a preparation for almost any vocation of life a person may choose. On the ground that those studies should receive the most attention which are most *useful* to the greatest number, drawing, properly taught, stands very near the head of the list.

Let it be borne in mind by those who question the propriety of teaching drawing in the public schools, that the object is to make artisans and not artists. If the impulse here given should result in carrying some of the pupils into the realms of high art, that is simply one of the incidental good results, and by no means to be condemned or regretted.

Let it be further remembered that drawing can hardly be called an additional *study*. As usually taught, it serves as a recreation rather than a task, and strengthens rather than weakens the pupil in his other lessons.

THE HIGH SCHOOL QUESTION.

It is well known that in certain quarters there is opposition to the maintenance of the high school at public expense. The subject needs only to be thoroughly understood to be settled at once and forever in favor of the high schools. Among the many reasons for sustaining these schools the following may be given:

The free high school should be maintained, for the reason that it is necessary, in order that the original purpose or design of the public school shall be realized.

The state established the free school because, as our state constitution says, "knowledge and learning generally diffused throughout a community are essential to the preservation of a free government." This is but a repetition of the idea that has prevailed since governments had an existence, that the rulers must be educated. In monarchical governments, where the governing power is exercised by a few, those few are very carefully educated. In proportion as governments become free, and the number in the governing class increases, opportunities of education have been extended to them. In this nation the people are the rulers. They, recognizing this necessity of education, have, in the different state governments, ordained that a system of free schools shall be maintained in which it is possible for the child to become prepared to discharge the highest duties of citizenship. When is the child fitted for the highest, or even the ordinary duties of citizenship? Is it when he has been taught "reading, writing, arithmetic, drawing, the simple parts of physical geography, and, possibly, musical notation?" This is the curriculum proposed by a popular newspaper writer of to-day. Another, nearer home, would exclude the "drawing and musical notation," giving as the principal reason for so doing that all children have not a taste for these subjects.

In our government all legislative, executive, and judicial officers of every grade are chosen from the people. They number tens of thousands. Has the government so little interest in their fitness for the positions to which they are called that it has made and should make no provision for their proper education? Has it said or ought it to say, "Let those who desire such preparation pay for it?" It has not so thought in regard to the army and navy. It has not seen fit to leave the training of its soldiers and marines to the chance that those able and willing to "pay for it" will provide such training. It has, on the contrary, established schools, and even offered large pecuniary inducements in order to draw students into them. For the education of its civil officers, the national government and the several states have together established and long supported high schools, academies, and universities. The best schools the country affords are made free to the poor and the rich alike. There all stand upon an equality, and the best brains win.

This preparation for all the duties of citizenship, even the highest, is ing, only so far as the interests of the common schools are concerned.

not a matter that any government can afford to leave to chance; much less a government like ours. It is from a lack of that higher intellectual and moral training that it is the business of the state to give, that we are compelled to hang our heads in shame because of the disgrace heaped upon the nation by its Belknaps and its Tweeds. In view of all this no true friend of the nation will say that the government has no interest in the education of the people further than the first rudiments of learning.

That higher education at the public expense was the thought and intention of the founders of our public school system is manifest by both their words and actions.

As early as 1807, while this state was yet a territory, the United States set apart a township of land in Gibson county for the establishment and support of a free seminary of learning. Subsequently another township of land in Monroe county was added, and the present State University at Bloomington was founded. In the state constitution that was framed in June, 1816, is found this provision:

"It shall be the duty of the general assembly, as soon as circumstances will permit, to provide by law for a general system of education ascending in regular gradation from township schools to a state university, wherein tuition shall be gratis and equally open to all."

What now becomes of the assertion, so gratuitously made, that the high school is no part of the original design of the public school system? Here is a section in the first constitution adopted, expressly providing for the free high school. For the purpose of carrying out this provision, free county seminaries were established, one in every county in the state, essentially the same in their design as the present high school.

The history of Indiana in this matter of education does not differ materially from that of other states. In all of them the high school and university have been regarded from the first, as important departments of the public school. It has been reserved for a few unfledged statesmen to make the discovery (?) in the centennial year of our national independence, that the high school was no part of the original design of our fathers when they founded that which has become the crowning glory of the nation, the common school.

B.

PLATFORMS AND PUBLIC SCHOOLS.

The two great political parties of the state have each formulated "a confession of faith." These biennial party platforms have ceased to be expressions of the honest and earnest convictions of the honest and earnest voters in the state, in so far as one differs from the other. In fact, it would be difficult to distinguish one from the other, if all reference in each to the other were expunged. This Journal is interested in these wordy utterances of truisms, or still more wordy attempts to say noth-

The educational plank in one platform consists, in substance, of the following:

"We shall regard all opponents of our common schools as assailing a fundamental principle of free government, and shall not falter in our support of them until every child in the state has been furnished with a common school education, and shall be taught in the fundamental principles of free popular government; and we shall demand a faithful administration of the school law, and the strictest economy in the disposition and expenditure of the funds, which should remain undivided, so that instead of the public school being conducted with a view to prepare students for colleges and professions, they may continue, what they were designed to be, the schools of the people."

This paragraph may be of some use to the schools as an exercise in "false syntax," but otherwise it seems to us without value or significance, unless the final clause is intended as a stroke at the continued existence of the public high school; in which case the paragraph itself assails the common school, by aiming a blow at its very vitals. We are not ready to believe that a great party, that prides itself upon the support that it has given for so many years to higher education and the broadest culture, has now determined to turn its back upon the noble record it has made. Just what relation there is between the school funds "remaining undivided" and the public schools preparing students for college, we fail to see. The entire paragraph is a piece of patch-work, the parts of which seem to be thrown together without much attempt at method, or anything else other than to say something that means nothing definitely, but may be construed to mean anything that will catch a vote.

The other party has given utterance to its educational faith in the following words:

"We will stand by and forever maintain our constitutional provision, which guarantees our common school fund from diminution and misappropriation, and its use only to support non-sectarian common schools."

Just what is meant by "standing by and forever maintaining" is not clear. Politicians are not noted, as a class, for *forever* maintaining anything when it ceases to be popular.

Barring the possible construction of an attack upon the high school in the first paragraph quoted, there seems to be no difference in the thought of the two parties as expressed in their platforms.

It is gratifying to know that both parties will stand by and forever maintain the common school. We wonder that they did not also resolve to stand by and forever maintain the multiplication table. One is in about as much danger as the other.

It does, however, concern us all that the affairs of our common heritage, the common school, shall be properly administered. It is not a question of principles but of men that concerns the friends of popular education in Indiana at the next election.

We wish only to emphasize what we have said before in these pages,

that the selection of a State Superintendent at the coming election does not involve any question of party politics. The principles of both parties are the same, as regards educational matters. All persons are, therefore, free to vote for the best man. In a matter of so much concern to the State, we exhort all men to vote for the best man irrespective of party ties.

B.

TASTE.—Under the head of "hints," the *School Bulletin* gives the following:

"When a pupil fails upon a particular part of a lesson, check his name against it on the margin of the page, and call him up upon it in the review, next day and thereafter. This has a double advantage. It enables him by a perfect recitation to retrieve his failure; and thus stimulates him to become specially proficient where otherwise he would specially fail."

The above suggestion is a good one and can be followed with profit, so far as it relates to the thing to be done and the end to be secured, but the means, or rather the manner, of doing it is reprehensible. Listen, when a pupil fails, *check his name against it on the margin of the page*. Excellent advice to give a teacher! Beautiful text-book, thus checked with the names of delinquents? The writer would doubtless go a step further, and not only permit but ask the pupils to keep their records in the same way. A magnificent plan by which to cultivate taste!

NORMAL INSTITUTES.—It is gratifying to see the large number of normal institutes to be inaugurated throughout the state. It foretells good for the schools. Much of the acknowledged advancement that has taken place in this state in the last ten years is the result of teachers' meetings of various kinds. Township meetings are an excellent means of improvement; county institutes are better in that they continue longer; normal institutes are the best in that they continue the longest. They hold from four to ten weeks, and afford ample opportunity for review of subjects and drill in methods. Let us hope, first, that the managers of these normals will see to it that the best of instruction is provided, so that teachers shall not be asked to give time and money for little or nothing; and, second, let us hope that teachers will, in just so far as it is possible, attend these schools and thus prepare themselves more thoroughly for the arduous and responsible work before them. Good teachers will make good schools.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.—Let superintendents bear in mind their State Convention, which will be held in Indianapolis May 17 and 18. Upon superintendents depends the success or failure of "the great right arm" of our school system, and as the work is comparatively new, they should lose no opportunity to exchange experiences and get new ideas in regard to their work. The meeting will doubtless be a profitable one, and should be largely attended.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR MARCH, 1875.

ARITHMETIC.—1. Upon what does the denomination of the quotient depend in division? Illustrate.

2. A piece of land is fifty rods long and twenty-four rods wide. What is it worth at \$40.25 per acre?

3. What is the sum of $\frac{3}{4}$ bushel, $\frac{1}{2}$ peck, 5-6 quart, and 1 pint.

4. What is the distinguishing characteristic between a decimal and a common fraction?

5. How do you change a common fraction to a decimal fraction? Give the analysis.

6. Add ratio of 6 to 5 to the ratio of 9 to 8, divide the sum by the ratio of 21 to 81, and multiply the quotient by the ratio of 7 to 6.

7. Bought wheat at \$1.25 per bushel, and sold it at \$1.40 per bushel. What per cent. was gained?

8. What must be the face of a note which is to be discounted at the bank for sixty days and grace, at 8 per cent. per annum, that the proceeds may be \$285?

9. The difference in time between two places is eight hours and forty minutes. Find the difference in longitude.

10. A room is twenty-one feet wide, twenty-four feet long, and fourteen feet high. What is the distance from one of the lower corners to the opposite upper corner?

GEOGRAPHY.—What is the shape of the earth, and which of its diameters is the greater?

2. Upon what do mountains have an influence? What are the methods and results of this influence?

3. Give three proofs that the earth is spherical.

4. Define latitude and longitude, and state from what each is reckoned.

5. What is the length of the longest day, and of the longest night in Frigid Zones?

6. For what productions, natural or artificial, are the several sections of the United States remarkable?

7. Name the Capitals of the Atlantic States.

8. Give the location of Indianapolis, Fort Wayne, Evansville, Terre Haute and Richmond.

9. Name the five most populous cities of Europe in their order of population.

10. In which hemisphere is Asia? What is its largest political division, and what is its most important one?

GRAMMAR.—What are the principal parts of a sentence, and why are they so called?

2. Write a sentence containing a modifier of the subject telling how many, and two of the predicate, one telling when and the other where.

3. What is the difference between the following sentences: "John rides that wild horse;" "Does John ride that wild horse?" "John, ride that wild horse."

4. Re-write the following sentence so that "squirrels" shall be the subject, also name the case of the nouns. "John shot some squirrels in my father's field."

5. Name the person of each of the following words: them, I, his, you, me.

6. Write the possessive case, singular and plural, of each of the following words: soldier, child, I, box, lady.

7. Parse the word "black," in each of the following sentences: "I have a black horse." "Black your boots every morning." "Her dress is black." "Can you spell black." "Mr. Black has gone."

8. Write a sentence containing a verb in the present tense, and then re-write it, making the verb in the past tense.

9. Correct the following sentences: "Can you learn me to write?" "He had broke the ice;" "I always learns my lessons in the morning;" "Is this book your'n?"

10. Analyze the following sentence, and parse the words italicized: "On the grassy *bank*, stood a *tall*, waving *ash*, sound to the *very core*."

HISTORY.—1. What nation first attempted to colonize Florida, and what was the first permanent settlement in that State?

2. Mention three prominent battles of the revolution.

3. How long did each of the following wars last: The war of secession; the war of 1812; the Dutch war.

4. What Presidents served less than two years?

5. What administrations have been free from war?

PHYSIOLOGY.—1. Define the structure of the spine, and show what purpose it serves.

2. From what two sources are the rules of hygiene deduced?

3. At what temperature should the school room be kept?

4. What injurious effects may follow from sitting in a draft of cold air?

5. What kinds of food do you infer that man should eat from the structure of his teeth.

THEORY AND PRACTICE.—1. What preparation should a teacher make for the first day's work in a (new) school?

2. What steps should be taken on the first day of school towards establishing good order?

3. What methods would you adopt to secure the attention of every member of the class to everything that is said during the recitation?

4. Do you require pupils to stand while reciting? Give reasons for your practice in this regard.

5. State in full your reasons for not allowing pupils to communicate with each other during study hours.

REPORT ON THE USE OF TOBACCO BY THE CADETS AT THE UNITED STATES NAVAL ACADEMY.

UNITED STATES NAVAL ACADEMY,
Annapolis, Md., Dec. 2, 1875.

GENTLEMEN:—The regulations of the Naval Academy prohibit the use of tobacco by the cadets, as a sanitary precaution, and as calculated to lessen their capacity for study. I am having much difficulty in enforcing this regulation, and if it be unnecessary, I shall be glad to know it,

You are, therefore, appointed a board to carefully consider this subject and to give me your views thereon.

Very respectfully,

C. R. P. RODGERS,
Rear-Admiral, Superintendent.

MEDICAL DEPARTMENT,
UNITED STATES NAVAL ACADEMY, ANNAPOLIS, MD.,
December 8, 1875.

SIR:—The board appointed by your order of the 2d instant, to consider the subject of the use of tobacco by the cadets at this academy, beg to report as follows:

The impropriety of this practice has been represented by the various medical officers successively attached to this academy. As early as March 22, 1861, Dr. Palmer wrote to the superintendent with respect to a case of "nausea and nervous derangement, rendering him (an acting midshipman) unfit for study or recreation," of which the cause was the confessed use of tobacco. "It is not my design, though it might be my duty, to make this a report of infraction of discipline, but only to offer an authentic example of a practice prevalent to an alarming extent in the academy. If one of the most mature and robust of our young men is obliged to confess himself unable to pursue his studies in consequence of the use of tobacco, how much more actively must the same poison operate upon many, who are mere boys, adopting this deleterious habit from

the example of their seniors? There is good reason to believe that a large number of vague complaints for which midshipmen report to the surgeon must be attributed solely to the use of tobacco. I know of no other mode of accounting for the malaise, want of sleep, dizziness, headache, nausea, etc., of which I receive frequent representations; and, finally, it is my deliberate opinion that the unsatisfactory recitations and consequent failures at final examination, so injurious to the interests of this establishment, are to be attributed, in great measure, to nervous derangement caused by the common use of tobacco by the students. It becomes my duty to recommend some stringent measures to correct this practice."

Experience since that time has been confirmatory of the opinion here so ably set forth by Surgeon Palmer (since Surgeon-General of the Navy). Whatever arguments may be adduced in favor of the rational and temperate use of tobacco by adults, no doubt exists among medical men as to its injurious effects upon the growing organisms and mental powers of the young. Functional derangement of the digestive, circulatory, and nervous systems manifest themselves in the form of headache, confusion of intellect, loss of memory, impaired power of attention, lassitude, indisposition to muscular effort, nausea, want of appetite, dyspepsia, palpitation, tremulousness, disturbed sleep, impaired vision, etc., any one of which materially lessens the capacity for study and application, and most of which are daily subjects of complaint to the medical officers and form so large a proportion of the sick lists, that the extent of surreptitious indulgence in smoking and chewing may be inferred.

The recent experiment of permitting smoking at the academy has satisfactorily demonstrated the especial impropriety of the practice at an institution of this character. The further evil of moral contamination from the necessarily unrestrained intercourse and language of the smoking room was superadded to physical and mental impairment. This apartment became the chosen resort of the leisure hour, its stifling atmosphere injuring health all the more seriously from the intensified forms in which the tobacco fumes were offered for absorption into the system, while outdoor exercise and recreation were proportionately neglected.

The board have confined themselves, in this report, to the consideration of the effects of the use of tobacco upon the cadets at this academy. For this reason no mention has been made of certain organic diseases, attributed to the prolonged use of tobacco, or of the serious nervous disorders which sometimes follow its excessive use. In most cases, the first and early attempts to smoke or chew produce nausea, vomiting, tremors, and prostration. These symptoms lessen in severity as the practice is continued, and usually it is only after protracted habit that perfect tolerance is secured. Should tobacco be allowed, a large number of beginners would be subjected to this experience, a condition of things which would militate against the good effects of the sanitary regulations of this

school, which have, in all other respects, maintained so high a standard of health.

The board are of opinion, therefore, that the regulations against the use of tobacco, in any form, cannot be too stringent; and, further, that, while smoking should be wholly interdicted, especial care should be exercised to prevent the substitution of chewing, the more deleterious practice.

Very respectfully, your obedient servants,

ALBERT L. GIBON, Medical Inspector, U. S. N.

ALBERT C. GORGAS, Medical Inspector, U. S. N.

GEORGE A. BRIGHT, Surgeon, U. S. N.

A MODEL EXAMINATION.

The following answers were given by an applicant for license to teach school. It is hardly necessary to add that he didn't "pass."

Grammar.—1. Give Directions for forming the plural of nouns.

Ans. "Somtimes ad the 's and sumtimes only the posthere foxes oxes goose's"

2. Define mood and tense.

Ans. "Mood to tell wether in the past ore the future ore present tense to tell wether its in the first ore second person."

History.—Give an account of the battle of Long Island.

Ans. "king filaps tribe was broke up at long islands"

How are the officers of the different departments of the United States Government elected, and how long do they hold their offices?

Ans. "president every four years senet 2 years congras 4 years"

What was knewn as the North-Western Territory?

Ans. "Allaska was noen as the nort western teratory"

Name the thirteen original colonies.

Ans. "virgin New york vermont Pensylvania, carolina ro dilan New hampsher conneticut Georga"

Physiology.—How is the chest formed?

Ans. "the chest is a formed of the ribes and soforth."

How many bones in the pelvis?

Ans. "their is 4 bones the petela febul"

Name the digestive organs.

Ans. "mouth teeth glans ESofugas pancreas liver stumach dos denem"

What changes does the food pass through before it is appropriated by the organs of the body?

"it must go through severl prosseses"

Geography.—Name the states that border on the Atlantic.

Ans. "Florady south corlina north corlina virgina"

Name the waters you pass through in going by vessel from Chicago to London.

Ans. "thru the senlorance river."

What special preparation have you made for teaching?

Ans. "I have studid hard and tride to put mi time in that way"

A MODEL LETTER TO A BOOK AGENT.

Logan Hocking Co Ohio

Dcember the 25 A. D. 1875

I seat my self to night to drop you a few lines for the first time that I ever rote to you for anything And now i will state what i want i would like foryou to send me one of hookery historyes and if you have any others books i would like for you to sen me some perhaps i can sell some for you and send me a price list of your books and if you have any algeras or any whites rithmetic pleas send me one of each kind of them for I want to get some books and i thought that i would send you a few lines on that subject and i would like for you send me them books that i named in this i must close for this time and if i want any more books i will let you know it address to ——— Logan hocking Co Ohio

LIST OF ARTICLES SENT TO THE CENTENNIAL, BY COUNTIES.

Allen County—Fort Wayne, 8 vols. MSS. of Examination, 1 large vol. drawings, 1 vol. plans of school buildings, several photos of buildings, map of city, 2 hexagonal cases of drawings, 1 revolving case of drawings, 1 revolving case of blackboard work and music, 1 case containing Kindergarten work, model of high school, model of ward school, Allyn's map printer, case of birds' eggs, Indian relics, and chemical products prepared by pupils, 100 copies of report.

Bartholomew County—Five volumes MSS., photo and catalogue of Hope Seminary.

Carroll County—Delphi, 2 vols. MSS., several photos of school buildings and blackboard work, map of city.

Cass County—Logansport, 15 vols. MSS., photos and plans of school buildings, map of city.

Clarke County—Jeffersonville, photos and plans of school buildings, map of city.

Clinton County—Frankfort, 100 vols. report.

Dearborn County—Lawrenceburg, 5 vols. MSS.

Delaware County—Muncie, 2 vols. MSS., 1 vol. drawings, model of ward school, map of city, model of log school house.

Elkhart County—Goshen, 6 vols. MSS., 1 vol. maps, reports, photos and plans of school buildings. Elkhart, 4 vols. MSS.

Floyd County—New Albany, photos of school buildings and rooms, picture of family of 15.

Fountain County—Attica, vol. blackboard work.

Henry County—Newcastle, map of city.

Howard County—Kokomo, 3 vols. MSS., photos of buildings, etc.

Huntington County—Huntington, 4 vols. MSS., geological cabinet, 400 specimens, case of native woods.

Johnson County—Franklin, 2 volumes MSS., reports, view of school building.

Knox County—Vincennes, 2 vols. MSS., photographic views, map of city.

Laporte County—Laporte, 100 vols. report.

Lawrence County—Bedford, 4 vols. MSS., 2 vols. maps, 1 vol. pen drawings, 5 portraits in ink, herbarium, 100 reports.

Marion County—Indianapolis, 26 vols. MSS., 1 volume drawings, 100 copies Manual of Education, 1 vol. plans of buildings, photos of school buildings, case of economic botany, case of 40 species Indiana fishes, case of zoological specimens, hexagonal case of drawings, octagonal case of photographed blackboard work, octagonal case of specimens of penmanship, case with endless chain containing drawings, case with endless chain containing penmanship, case with endless chain containing music, case of primary work, model of School No. 3, banner showing growth of system. Model of country school house.

Marshall County—Plymouth, 5 vols. MSS., photos of buildings.

Miami County—Peru, map of city, photos of buildings.

Monroe County—State University, Geological Cabinet, volume blackboard work, banner. Bloomington high school, vol. blackboard work.

Montgomery County—Wabash College, banner.

Morgan County—Martinsville, 1 vol. MSS.

Porter County—Valparaiso, map of city, photo school building. Northern Indiana Normal School, banner.

Posey County—Mt. Vernon, large vol. pupils' work.

Putnam County—Asbury University, banner. Map of Greencastle, map of Putnam county.

Shelby County—Shelbyville, 100 copies report.

St. Joseph County—Mishawaka, 3 vols. MSS.

Sullivan County—Sullivan, model of school house. Merom, Union Christian College, banner, vol. plans of grounds and buildings.

Switzerland County—Vevay, 2 vols. MSS.

Tippecanoe County—Lafayette, hexagonal case containing drawings, case with endless chain containing blackboard work photos, 2 models of houses, 1 vol. botanical analysis, 1 vol. industrial drawings, 1 vol. plans of

ward school. Purdue University, 8 vols. drawings, 1 vol. plans of buildings, 2 cases chemical products, banner.

Vanderburgh County—Evanaville, 18 vols. MSS., 1 vol. system of examinations, 1 vol. system of reports, 1 model of school house, 1 map of city, photos of school buildings. 1 vol. MSS. from country schools.

Vigo County—Terre Haute, 27 volumes MSS., 2 vols. photos, 3 vols. maps, 3 vols. drawings, 1 vol. exhibiting system, photos of buildings, 1 case school apparatus, case with endless chain containing blackboard work photos. State Normal School, banner, model of building, 3 vols. MSS.

Washington County—Salem, 1 vol. MSS.

Wayne County—Richmond, 8 vols. MSS., map of city, photos of buildings, 100 copies report, 100 copies County Superintendents' Manual, 1 volume MSS., photos of school buildings. Earlham College, banner, photo of building.

STATE AT LARGE.—One large volume exhibiting blanks, diplomas, catalogues, etc.

One large volume showing growth of system by counties.

Case containing complete set of Indiana School Journal.

Seven banners, exhibiting the system and its growth.

Case with endless chain, containing photos of teachers.

Hexagon, exhibiting school law.

Volumes of representative newspapers bound in portfolios.

A great variety of products, photographs, manuscripts, etc., were sent up to the committee, which were not prepared in accordance with the rules prescribed. Many of them will be taken to Philadelphia, but they cannot be exhibited any great length of time without being soiled and destroyed. The committee has endeavored to do justice to all, and to take such products as would be of credit to the state. No work has been rejected because it was poor, but because it was so arranged that it could not be properly exhibited. The Centennial History will make a beautiful volume of about 225 pages. It will be ready about the middle of May. If any material omissions have been made in the foregoing catalogue, the parties interested will please notify some member of the committee in order that the articles may be found.

EDUCATIONAL HISTORY OF PRESIDENTS.—A writer in the *University Herald*, of Syracuse University, has been looking up the educational history of the presidents of the United States, and sums them up as follows: Washington, good English education, but never studied the ancient languages; J. Adams, Harvard; Jefferson, William and Mary; Madison, Princeton; Monroe, William and Mary; J. Q. Adams, Harvard; Jackson, limited education; Van Buren, academic education; Harrison, Hampden Sydney College; Tyler, William and Mary; Polk, University

of North Carolina; Taylor, slightest rudiments, having worked at manual labor on his father's plantation until he was twenty-four years old; Fillmore, not liberally educated; Pierce, Bowdoin; Buchanan, Dickinson; Lincoln, education very limited; Johnson, self-educated; Grant, West Point. Monroe and Harrison did not graduate. Monroe left college to join the Revolutionary army. Financial reverses deprived Harrison of a full course. Polk was the oldest when graduating, being twenty-three. The majority graduated at twenty, this being their average age. Jefferson had the most liberal education and broadest culture, and his range of knowledge would compare favorably with that of Burke.

HOW NOT TO GAIN ATTENTION.

By demanding it as a right.

By begging it as a favor.

By scolding the scholar for not giving it.

Attention is not to be gained by special indulgences or by rewards.

It cannot be secured by threats.

Hearing the lesson rather than attempting to teach it, will not be likely to gain attention.

Endeavoring to teach truths which the scholar cannot comprehend will not secure his attention.

Reading the lesson from a book will not fasten the mind upon it.

Presenting a confused combination of ideas will prevent the attention of the scholar.

The use of words not understood, or using words so inaccurately that they convey no definite idea, will not command the intelligent attention of any one.

HOW TO GAIN ATTENTION.

By telling the child something which pays him for giving attention.

By giving information in a manner which the scholar will count it worth his hearing.

Interest the scholar in a subject and he will cheerfully give attention.

Under some circumstances children are capable of vigorous and long sustained attention. Nor can we find a better illustration of mental absorption than the schoolboy engaged in a match of cricket or football.—W. H. Groser.

The attention of children is not much under the control of the will, but depends upon the interest which they feel in the subject.—Groser.

Awaken the scholar's sympathy with the subject and he will give earnest attention.

Excite curiosity in the mind, and cheerful, earnest attention follows.

Curiosity in children is but an appetite after knowledge. I doubt not but one great reason why many children abandon themselves wholly to

silly sports and trifle away all their time insipidly, is because they found their curiosity balked and their inquiries neglected.—Locke.

Bring distinctly before your own mind the well known fact, that children delight as much in exercising their minds as their limbs; provided only that which is presented to them be suited to their capacities and adapted to their strength.—Dunn's Principles of Teaching.

Be intensely interested in the lesson yourself, and you will interest scholars and gain their attention.—[S. S. World.

NATIONAL EDUCATIONAL ASSOCIATION, 1876.—The next annual meeting of this body will be held at Baltimore, Maryland, on Monday, Tuesday, and Wednesday, the 10th, 11th, and 12th of July. The general order of arrangements and programme of exercises will be issued in circular form during the month of May. A session of the first International Educational Congress ever assembled in this country will immediately follow, occupying the three remaining days of the week. The Congress will be organized on Wednesday evening, July 12, and receive its welcome from the National Educational Association on Thursday morning, at which time its regular order of business will be commenced. Many distinguished foreign educators and publicists will be present to participate in the deliberations of both bodies, and subjects of the highest interest and importance will be brought up for discussion.

WM. F. PHELPS, President Nat. Ed. Association.

LAGRANGE COUNTY.—The winter term of the schools in this county has closed, and the teachers are opening the spring campaign against ignorance. The schools taught last winter were above the average. Our teachers are taking an interest in the work, and superintendent Casper is working earnestly to make the schools take a front rank. Not having the time to visit as thoroughly as he should, he has "looked in" upon each school in the county. The township institutes have been well attended. Supervision is not as thorough as it was under the first superintendency law, yet the educational interests of Lagrange county are well guarded.

Our schools have not done much centennial work. They began too late; what has been done was in the way of raising money; but by the next centennial our feelings in the patriotic line will be fully developed and an excellent report may be expected from this county.

The schools in the town of Lagrange are in a flourishing condition. The new building will be completed in time for the next year, and then better work can be done. All the teachers take, and read, the Journal. A. D. Mohler is superintendent.

HANCOCK COUNTY.—A "Day-School Celebration" is on the tapis in Hancock for next summer. An educational column in one of the county papers, is well supported, and the schools under the direction of superintendent Smith are doing well.

RISING SUN.—Ohio County is an old river town, beautifully situated on high ground, but not prosperous save in an educational sense. Professor Stultz, with characteristic energy and tact, has worked up for them a good school in Rising Sun, and one in which the citizens take a just pride. For a town of this size, we know of no better school in the state. The new school building, with clean, large rooms, all furnished with new and elegant furniture, and filled with about 400 orderly and very quiet school children, presents no mean appearance. Prof. Stultz is an admirable superintendent. He knows how to manage his school and how to select good teachers. He is backed by a strong board of trustees.
O. S.

ATTICA.—A "visitor" who writes up the Attica schools for the *Ledger*, says: "My personal knowledge warrants me in saying that each teacher in the building is doing good work. The superintendent, Prof. Butler, is energetic and industrious in working up the interests of the institution; has made some radical changes in discipline; is a man of considerable educational ability, and seems to be cautious and conscientious in everything he does."

WORTHINGTON.—A Worthington paper says: "Our public schools were never in a more flourishing condition. With Prof. Lilly at the head of his efficient corps of teachers, none need fear for the management of the school nor the speedy advancement of their children's education."

Since bringing all the children together in the new school building, Dec. 1, 1875, the cases of tardiness have been reduced from 40 to 8 per week.

J. M. WALLACE, of Columbus, superintendent of Bartholomew co., has issued the first number of a new school paper, which he calls the *School Reporter*. It is intended to supply a demand for more local news than can be furnished by a journal of more general circulation. The first number looks well. Price, 50 cents.

THE superintendents' meeting, recently held at Seymour, was not very largely attended, there being more book agents present than superintendents. Those who were there, however, speak of the Seymour schools in very favorable terms, and pronounce the high school entertainment, on Friday night, a decided success. All present had a "good time."

THE Common School Teacher, edited by W. B. Chrisler and Bruce Carr, of Bedford, has changed its form and come out in a new spring dress. It presents a very attractive appearance.

HERMAN COOPER, principal of the Russiaville Seminary, has started a new educational paper called the *Examiner*. The first number contains some good practical articles.

VEVAY.—The schools of Vevay have continued longer this year than ever before—nine months. They close June 2. Eight high school graduates. P. T. Hartford is the superintendent.

FRANKFORT.—The Frankfort high school will graduate six young ladies this year. J. E. Morton, in the two years he has had charge at Frankfort, has done good work for the schools.

SOUTH BEND.—Eleven out of the twenty-four teachers in the South Bend schools had not a single case of tardiness in the month ending March 31, 1876.

MT. VERNON.—The schools of Mt. Vernon, under the supervision of Alfred Kummer, are doing as good work, and as much of it, as any similar schools in the state. So says a good judge.

A. T. STEWART, the famous New York dry-goods merchant, began life a district school teacher.

Judge PEARSON, whose jurisdiction extends over Monroe, Lawrence, and Orange counties, has decided the present county superintendency law unconstitutional.

THE friends of Smithson College, at Logansport, are making efforts to raise \$30,000 for the school. Of this amount \$11,000 have been subscribed.

E. STEIGER, of New York, has published an educational catalogue, giving the names of authors, books written, and publishers. It will surely be valuable to teachers who wish to know what has been published on educational topics.

A CENTENNIAL TEACHERS' INSTITUTE is to be opened at or near the Atlas Hotel, Philadelphia, July 5. It will be in session but an hour or two each morning. Some of the leading educators of the country have been engaged to lecture before it.

R. I. HAMILTON, county superintendent, and J. N. Study, superintendent of the Anderson schools, assisted by T. G. Anderson, of Mich., and D. Eckley Hunter, of Bloomington, will open a normal at Anderson June 19, to continue ten weeks.

J. C. MACPHERSON, the county superintendent, assisted by T. C. Smith, John Cooper, and W. C. Barnhart, will open the Wayne County Annual Normal, at Centreville, July 17, and continue it five weeks. The fifth week to take the place of the county institute.

OWEN COUNTY will have two normal schools this summer. Mrs. C. W. Hunt and Miss White will open at Spencer about the 14th of May. The county superintendent, W. R. Williams, will open one at Patricksburg about the 16th of April.

A. H. GRAHAM, superintendent of the Columbus schools, will open a normal about July 1, if a sufficient number of teachers apply.

THE normal to be conducted by J. H. Binford, at Greenfield, Hancock county, will begin July 17, instead of the 12th, as given last month.

W. P. SMITH, superintendent of Hancock county, will open a normal at Charlottesville, to continue eight weeks, July 17. A model school will be conducted in connection with the normal.

A NORMAL TERM will be taught in the B. M. & F. College, at Bedford, during the summer vacation. It will commence on Monday, the 17th of July.

Sheridan Cox, W. H. McLain, and H. G. Woody will open a six weeks' normal at Kokomo, July 24.

EMMETT PORTEL and Mrs. Anna Snyder propose holding a ten-weeks' normal at Dunlapville, Union county, to begin July 10.

PERSONAL.

M. M. CAMPBELL, superintendent of Monroe county, was elected adjunct Professor of Languages and Principal of the Preparatory Department of the State University in 1840, and held the place thirteen years.

PROF. T. A. WYLIE, at present filling the chair of Natural Philosophy in the State University, was first elected to that place in 1836. In the meantime he has filled other chairs in the University, and at three different times has acted as president *pro tem*. Considering the variety of his attainments, he is perhaps the most profound scholar in the state.

H. A. FORD, editor of the Michigan and Northern Indiana Teacher, is favorably spoken of as a candidate for the office of Superintendent of Public Instruction for the State of Michigan. Mr. Ford's intimate and extensive knowledge of schools and school systems well qualifies him for this honorable position, and the Journal hopes he may not only get the nomination, but be elected.

JAMES O'BRIEN, former superintendent of Laporte county, and late assistant superintendent of the Reform School at Plainfield, has been appointed superintendent of the same, *vice* Frank B. Ainsworth, resigned.

HON. NEWTON BATEMAN, ex-superintendent of the State of Illinois, held the position for fourteen years. He is now president of Knox College, Galesburg, Illinois.

HON. J. P. WICKERSHAM has held the office of State Superintendent of Pennsylvania since 1866.

MILTON GARRIGUS, superintendent of Howard county, is being urged by friends to take the race for joint Representative of Howard and Miami counties. Mr. Garrigus is a lawyer of good ability, and a friend to the best interests of the schools. It is to be hoped that he will consent to "run" and win the race.

J. F. RICHARDS is at present teaching natural science in the Ada (O.) normal school. The school is reported as flourishing.

H. B. HILL has been appointed superintendent of Dearborn county, vice Geo. C. Columbia, resigned.

PROF. J. A. BLACKBURN, principal of the high school at Lafayette, died recently at the home of his parents in Michigan. He had been ill for several weeks, but at the time of his leaving Lafayette, three weeks before his death, he was much improved and his speedy recovery was expected. He was highly respected by all who know him, and leaves many warm friends in Lafayette and other cities in the state.

We regret to announce the death of N. J. Mounier, late principal of the Cannelton schools.

HUGH DONLEY, Sr., of Laporte, one of the most devoted and efficient school trustees in the state, died suddenly April 2, 1876. The Laporte schools lost in him one of their best friends.

JAS. H. SMART, the present incumbent, was re-nominated by the Democrats at their late convention, for State Superintendent of Public Instruction. They acted wisely. Mr. Smart has made a most excellent superintendent, and with his two years' experience in the office they could not have named another man able to do half as much for the schools as he will accomplish, if re-elected.

T. J. CHARLTON has been re-elected superintendent of the Vincennes schools for next year. This is as it should be, as the schools have made rapid strides forward since Mr. Charlton took charge of them.

MISS MARION HARVEY has entered Purdue University as a special student in industrial drawing.

BOOK-TABLE.

GERMAN GRAMMAR, by J. Adolph Schmitz, A. M., published by J. B. Lippincott & Co., Philadelphia.

The plan of this book is a progressive one, leading the student from the easier to the more difficult until he has mastered the essential principles of the German language. The method, according to which the work has been arranged, is a good one, and the rules are given in a clear and precise style, all of which combines to assist the learner greatly in the study of the language.

In the divisions of the nouns into declensions, the author has adopted the system of most of the German grammarians, i. e., the nouns are divided into three declensions, viz., the old, the new, and the irregular declension, sometimes, also, called the strong, the weak, and the mixed declension. There is, of course, no definite agreement concerning such division, but it seems that the nouns should be divided according to some visible characteristics by which the learner may be enabled to classify

the word at sight. It is far better to classify nouns according to their gender, their number of syllables, and their nominative case ending. Such a system would divide the nouns into five declensions. The first of these would include masculine and neuter nouns ending in *er*, *el*, *en*, *chen*, and *lein*, taking *s* in the gen. sing., and *n* in the dat. plural. To the second would belong all masculine nouns ending in *e*, taking *n* in all cases of the singular and plural numbers. To the third all masculine monosyllables, taking *es* in the gen. and *e* in the dat. sing., and *e* in all cases of the plural, except in the dative, in which they take *n*. The fourth would include all feminine nouns, and the fifth all neuter nouns not included in the first. There are, it is true, exceptions to these rules, but the system, as a whole, presents far less difficulties than any other. On seeing a word the learner is at once enabled to classify it, which cannot be done by any other system. The division into strong, weak, and mixed declensions is well enough for Germans, who from habit know the inflection of a noun, but it is not sufficient for foreigners.

GRADED LESSONS IN ENGLISH, by Alonzo Reed and Brainerd Kellogg, New York: Clark & Maynard. Abram Brown, 56 Madison st., Chicago. Western Agent. 143 pp. Price, 50 cts. Sample copies to teachers for 25 cents.

This little volume contains about as much that is valuable to teachers, within the space occupied, as any book of the kind we have seen. The authors have hit a happy medium between the cumbrous rules of technical grammar and the haphazard no-rule method. The development of ideas before rules and definitions are given, the "hints for teachers," the original and attractive system of diagraming, making the sentence the unit in the study of language, are all points in the book to be specially noticed and commended.

OBJECT LESSONS in Primary Arithmetic and Inventive Drawing, by D. Eckley Hunter, Bloomington, Ind. Price, \$1.

This is not a book but a set of *objects*, with suggestions as to their use. A set consists of 1,115 little round sticks, each about the size of a match but twice as long, and 128 small rubber rings. The sticks are arranged in packages of *tens*, and the tens are arranged in packages of *hundreds*. The general plan is (1) the idea; (2) the word to express it; (3) the written character to represent it.

Primary teachers and mothers who wish to teach their children at home, will certainly find this set of objects very useful. For full particulars see advertisement in February No. of the Journal.

SCIENCE PRIMERS. Physiology, by M. Foster. New York: D. Appleton & Co. D. B. Veasy, Indianapolis, agent for Indiana.

The Appletons have been publishing a series of little books on the natural sciences. The books are not only small in size, but the matter and style are adapted to children, the object being to interest boys and girls in these important subjects, so that when they become older they will desire to continue the studies begun in their "primers." Besides

these Science Primers, several History Primers, in the same style and with a similar purpose, have been published. Teachers can do their pupils a special favor by putting them in the way of reading these little books.

THE CENTURY OF INDEPENDENCE; embracing a collection of the most important documents and statistics connected with the political history of America. By J. R. Hussey & Co., Indianapolis.

It will be seen from the above that this book will be especially valuable just at this time. It further contains a chronological record of the principal events in the history of the country from its discovery to the present time. The book will be a valuable addition to any one's library who is in the least interested in politics.

FARMER'S STOCK JOURNAL, the great agricultural stock paper of the West. Only \$1.50 a year. The "Farmer's Stock Journal" is a sixty-four column paper, beautifully illustrated, on tinted book paper, and contains the largest and best Breeder's Directory of any stock paper in the world. Address Alex. Charles, Cedar Rapids, Iowa.

THE SCIENTIFIC FARMER, an excellent agricultural paper, published at Amherst, Mass. Price one dollar per annum.

AMERICAN POULTRY JOURNAL, published at Chicago, Ill., by Ward & Darrah, \$1.25. One of the very best papers for poultry fanciers in the country. Those interested will do well to subscribe for a copy.

THE AMERICAN POULTRY REVIEW, a magazine containing 12 pages of poultry information, reports of exhibitions, etc. Its columns are enriched by the special contributions of a gentleman of extensive knowledge and experience, while among its other contributors are many of the leading poultry men of the country. Published by Blanchard Bros., at 16 Hawley street, Boston, Mass. Terms, \$1 per year. Liberal terms to clubs.

THE AMERICAN AGRICULTURIST, Orange Judd Publishing Co., New York. Price, \$1.60. No agriculturist, horticulturist, or stock raiser, should be without it. It is the leading agricultural magazine of the country, and is therefore worth many times its price.

OREGON EDUCATIONAL MONTHLY is the name of a new school journal published at Salem, Oregon; editor, J. T. Gregg. The number before us contains a good variety of good matter.

LOCAL.

THE COMMON SCHOOL TEACHER, a monthly paper, devoted to the best interest of schools, and to the cause of education generally. Terms, one dollar per annum. Agents wanted everywhere. Send 2 cent stamp for specimen copy and premium list.

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THE TEACHER, Bedford, Ind.

★ **TEACHERS:**—Your names, neatly printed in gold on one dozen fine assorted Visiting Cards, only 25c.; two dozen, 35c. *No samples free.*
 2-8t Address EAGLE JOB OFFICE, Memphis, Ind.

PROF. COX, superintendent of the Kokomo schools, Prof. M'Clain, of the high school, and H. G. Woody, principal of the New London schools, will open a six-weeks' normal school in Kokomo, July 24. These are all experienced and able instructors, and teachers who attend the normal may expect to get the full worth of their money. Teachers of Howard and adjoining counties would do well to correspond with one of the above named persons.

BE HONEST.—Owing to the stringency in money matters last fall and winter, we accommodated several teachers by sending them the Journal on their *promise* to pay for it when they had earned the money teaching. Some of these persons have, for reasons unknown to the editor, not kept their promise. He hopes to hear from them soon.

THE attention of teachers is called to the advertisement in this Journal of the Indianapolis Business College. It would be worth a great deal to many teachers to attend the normal institute of penmanship.

EVERY teacher employed in the common schools, it matters not what grade, should teach letter-writing, note-writing, composition-writing, etc., etc., in a systematic way. One of the most practical little books published on these subjects is Hadley's Language Lessons. See advertisement on another page.



TEACHERS' COURSE IN PLAIN AND ORNAMENTAL PENMANSHIP, beginning July 10.—The object of this course is to thoroughly qualify persons to teach the much neglected Art of Writing. Specimens of writing and beautiful cards sent for ten cents. Send for Circular.

ISAAC C. MULKINS, Penman,
 Huntington or Columbia City, Ind.

AGENTS WANTED FOR SMITH'S

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Christian Antiquities,

In continuation of the "Dictionary of the Bible." By Dr. Wm. Smith. 300 Illustrations. Circulars and full information free.

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5-2t

INDIANA SCHOOL JOURNAL


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THE PRESIDENT'S ADDRESS.

THOMAS J. VATER.

AVING known, for many years, the gentleman who delivered the last inaugural before the Indiana State Teachers' Association, and esteeming him more than an ordinary thinker, I looked forward with some interest to the time when I would listen to his address.

I heard, have since read, and find myself more and more dissatisfied with some of its positions, and less and less pleased with its spirit, and propose to notice, as briefly as I can, some of the more objectionable positions of the address, as found in the final statement of a somewhat fully argued proposition, to-wit: "I wish to be understood, then, to say that from the very nature and purpose of the school, it must be free from the recognition of any particular faith, either in politics or religion, if it shall accomplish the purpose for which it was created."

Think of it! Banish from our schools both politics and religion! And that, when our laws are very largely, and becoming more so continually, founded on the principles of the Christian religion, and our government is based on the assumption that every man is a politician.

I have no desire to misrepresent the address, its positions, or its author; I would much prefer to believe he only meant, in

this statement, "party politics" and "sectarian religion," but I am not allowed that privilege, for in the argument he says :

"With the matter of religious opinion, whether it is limited to the minor differences that form the basis of different sects, or extends to those wider differences that distinguish the great religions of the world, the public school has nothing to do, except as a matter of history." And so, we are not to know, not even recognize, in our schools, right or wrong, truth or error, in religion and politics.

We may read of them as we read of facts, learn of their differing commands and principles, but have faith in none; at least, we must recognize no such faith or preference. Better far the subject never be introduced than dealt with in such manner. And why this cramping only here? Is it not assuming they are void of truth or error; that convictions in regard to either are useless?

But let us examine more closely what it is that thus receives the ban of prohibition. First, of politics. What is politics? "The science of government; that part of ethics which consists in the regulation and government of a state or nation for the preservation of its safety, peace, and prosperity; comprehending the defense of its existence and rights against foreign control or conquest; the augmentation of its strength and resources, and protection of its citizens in their rights, with the preservation and improvement of their morals."

But there are differing systems of government; differing theories, differing faiths in politics; differing conceptions of the rights of individuals under the government; of the means of defense; of development; of the preservation and improvement of morals; and with all these points "the public school has nothing to do except as a matter of history!"

Our own system of government is very peculiar, our faith in politics very different from all others; it is better or worse; truer or more false; which? But this question must never be asked in the school; on this point the coming citizen must have no instruction. Why, fellow teachers, I believe so truly in our system of government, and the objects of government, as so clearly set forth in the inaugural address of 1875, that the proposition seems absurd to me. I have but one faith in this particular, recognize it, and desire all men, everywhere, to do likewise;

and most of all do I desire *my* children, and *all* children of this republic, to be reared under the influence of this recognition. I would have them patriotic truly; but most should they love their country because it is right; its principles, true; its authority, just; its laws, beneficent. Any statement of the objects of the school which does not include the recognition of the particular faith in politics on which the government supporting them is based and built, is fearfully, if not fatally, defective; especially so in regard to this government, whose only possible perpetuity is in the intelligence and love of its citizens for its principles.

Of what avail, in this particular, is the former without the latter? The greater the intelligence the sooner the destruction, if coupled with it is the conviction that another form of government is preferable.

Instead, then, of banishing politics from the school, I would have it taught, and well taught, and *our particular faith therein*, so soon as the scholars are old enough to understand the subject.

It is true, such recognition might meet with opposition, but what of that? Not certainly from those who are in favor of our system of government; and is it our object to please those who are not? If so, we may not stop short of a recognition of their particular political faith. But if our desire is to strengthen our government, by increasing a love for it in the hearts of our people, then let us exhibit the distinction, recognize the perfection, and admire the beauty of our own particular political faith; better calculated than any other to produce true men and women. If this is more than the definition of the school in the address includes (and it is unless further defined), then so be it; the definition is defective and must be improved or rejected.

We now come to the consideration of the *Exclusion of Religion from our Schools*.

I suppose by religion the author means "any system of faith and worship," which includes the recognition of a superior power who rules over us, who is revealed to us, and whose laws we should obey; all of which should be excluded. So there should be, in our schools, no recognition of a Supreme Being; no recognition of His power; or authority of His law; of our obligation to Him; of reverence for, or worship of, Him; no recognition of something above us, high and mighty, grand and good, or, of a faith in such; to all of which I do most seriously and earnestly

object; not, however, in any spirit of captiousness, but in the firm conviction that such a course would be most fatal to our kind.

It could only be dictated by the conviction that such matters were of the utmost indifference to us, about which we need have no concern. There could be no greater mistake than such a conclusion.

Faith lies at the foundation of all our acts, of all efforts for good or imagined good; and just in the proportion of the strength of our faith, is the efficiency of our efforts. I need not argue this point; it is manifest in every trade, profession and occupation of life. No one ever attained even a mediocre position in the path of life without being imbued with a faith in his calling. Blot out faith, and you destroy the mainspring of action. Pervert it, and you pervert the whole purpose of our being.

Religious faith has taken hold of man in his primal savage state and restrained, moulded, and controlled his actions with a greater power than any other known influence. Men have done and dared more for their religious faith than for any other thing cherished by the human heart. Toil and suffering, and even death, have been welcomed in sustaining its principles and prosecuting its purposes.

So strange and subtle an influence does it exercise over our whole being that if you are made familiar with the peculiarities of the religious faith of a people you may correctly know their peculiarities; the nature and characteristics of the former determining the nature and characteristics of the latter.

People with a strong and abiding faith in good, are good; full of good actions. While those of a cold, hard, savage religious faith, are cold, hard, and cruel in all their intercourse with their fellow men. And those without any religious faith, if any such there be, are almost without any of the peculiar characteristics of man.

Do we desire the stolid cruelty of barbarism in this fair land, or the influences which will surely tend to produce it? Do we want the intelligent profligacy of Grecian and Roman civilization? The sharp, unprincipled intelligence of the Hindoo? The warm, indulgent licentiousness of the Turks? Do we desire any of these? Or, rather, do we not want the more pure, consistent, generous, christian civilization?

Who would hesitate to decide? What one, loving his country and kind, could hesitate? And shall we be so foolish as to refuse

to use the influences tending to produce desired results and banish those of opposite tendency? Can we be indifferent in this matter? Can we afford to ignore this mighty power for good? Do we desire the polished frivolity of faithless France? I think not; and so can only oppose the doctrine of the address in this particular.

Man has a religious element in his nature; you may call it ignorance, or superstition, or bigotry, if you please; but the fact stands indisputable that it has been, and is, the most potent influence in restraining, controlling, and directing the actions of men the world has known. It has a strange, quiet, influence over man's whole being; modifying and shaping, to a degree, every thought and feeling; thus forming character and giving new impulses to action.

Through its influence, almost wholly, was obtained the first control over the fiercest passions, the first desire for better being. It has been the means by which the intelligent few have controlled the ignorant many; sometimes to base purposes of pride and selfishness and degradation, but still a means of control—a most wonderful means. Recognizing, then, this potent influence, what shall we do with it? Ignore it, as the address proposes? Leave it untrained, undiverted to purposes of good? Or, shall we not rather use the means the Beneficent Father has given us, and educate, train, enlighten, and put into the hands of each human being the power of *self* control, *self* limitation, the only channel through which true liberty will ever be attained?

As surely as the religious element of man's nature was the element giving man the control of his fellow man, so surely is it the element, properly enlightened, by which man shall yet attain complete mastery over himself.

We talk about religion and morality as though they were separate and distinct things; but this is a mistake. The first conception of morality, or of moral obligation, was obtained in the earliest dawn of religion, and it has become more clear and perfect as religion has shed a brighter and purer light. Christianity knows no such separation. "Faith without works is dead, being alone." "Pure and undefiled religion, before God and the Father is this, to visit the widow and orphan in their affliction, and keep one's self unspotted from the world."

There may be morality without a demonstrative recognition of the prescribed forms of religious services; without personal adherence to particular religious sects; but a morality without religion, without the recognition of and faith in the infinite perfections, God the universal Father, and man the universal brother, is cold, formal, outward; blossoming readily and surely into the veriest phariseeism.

I hold, then, desiring the most perfect behavior, that the prime object of the school, by definition and argument of the address, should not ignore the existence of this valuable element in human nature, but recognize, cultivate and apply it in softening and restraining the more vicious desires, and in strengthening and intensifying the purer, nobler aspirations, and the love and admiration for the true and good.

That the religious element, properly directed, will tend to this end, the world's history and my own experience attest. For the nearly ten years of my experience as teacher it was my fortune, largely, to have charge of what are usually considered "bad schools," rough, rude, untaught, undisciplined boys and girls; rowdy schools, night schools, bootblack and newsboys' schools. I have conducted them with and without the religious element, and I am fully satisfied that the surest way to true morality, aye, the only way, is through the light of a pure religion, founded on and strengthened by a holy faith. Let me awaken the religious nature of the wildest, and I have more than half obtained the victory over wrong doing; I have, at least, opened an avenue for better thought and purposes. I believe there can be no real morality without a religious element. We naturally connect all good with "Him who is the source of all that is true, and beautiful, and good." And we are endowed with a love for them and a zeal in their spread in the proportion of our love for their source. To obtain, then, the prime object of the school, behavior, I would introduce, recognize, approve and maintain the very thing our author would exclude and prohibit—the recognition of some particular religious faith. The best, if possible.

But I would do so for other reasons, and I think more important reasons than these, viz: because it is the child's right to have the fullest culture of all its faculties; the best development of every element of its nature it is capable of. The greatest good of every individual requires this; the highest duty of the State is

to aid in accomplishing it. Educators have long since concluded that nothing short of the fullest development and culture of the entire man will fill the ideal of true education.

The development of exceptional elements in man's nature, and neglect or suppression of others, has been the policy of the past; suitable to the partial governments and religions in which, and for which, it was used; but entirely unsuited to our times and aims. To be, and be free, in the fullest sense, is the great object of our desires for ourselves and fellows; the main object of our government; the great purpose of our religion; and to aid in the general realization of this highest ideal is the purpose of the public school. No half-way work will do here. No partial conceptions will meet the demand. No one-sided development will satisfy the desire.

Any system of education not aiming at this result is faulty. But when it ignores an element of controlling influence in our natures, one capable of imparting the purest pleasure, and leading to the truest morality, it is so full of deformity it should not be tolerated by a free and intelligent people.

Of the utmost importance to every individual, then, is a true religious education; and of the utmost importance to every one is the true religious training of every other one, since of it must come all true morality, the best security for civilized society, the greatest blessing of social life, and our purest, most elevating pleasures.

In reply to "Religion and Politics are matters of individual preference, and should be left to individual guidance and control," I ask, what reason there is in "the State" using its sovereign power in directing matters of minor importance, while those of the utmost importance to it and the individual are left only to the care of the individual? Is not the individual as capable of directing mental as moral development? and since a failure to perform the duty here would surely be a less public harm than there, would not common sense say adapt your means to ends? If anything must be left in uncertain attainment, let it be that of less importance.

THE Baltimore City Council is about to establish a high school for colored pupils. Maryland appropriated \$100,000 last year for the support of her colored schools, which are said to be in a very flourishing condition.

LIVING WORDS.

LANGUAGE is often called the instrument of thought, but, says Whewell, "it is more; it is the nutriment of thought, or rather, it is the atmosphere in which thought lives." Not only is it the medium of commerce between mind and mind, but it is essential to the formation of thought, that is, of general notions, and really ministers to the development of the mind itself.

The words and phrases which are current with us to-day, are linked by invisible and indissoluble bonds with the thoughts and feelings of men who lived in the remotest times. In language itself we inherit a rich treasure of scientific wealth as well as poetic imagery. The words we learn, even from a mother's lips, are "real coins which bear the image and superscription of ancient intellectual dynasties." How important, then, that we should learn the standard values of this intellectual currency, so that we may not receive too little or pay out too much in words; and how important, also, that the intellectual mintage should be preserved in purity.

Coleridge complains that "the very terms of ancient wisdom are worn out, or far worse, are stamped on baser metal, and whosoever would proclaim its solemn truths must commence with a glossary." Some of these terms of ancient wisdom are now like fallen angels which have been relegated from the intelligible world of pure ideas to the sphere of sensuous phenomena, and need, in Coleridge's stately phrase, "a grand *palingenesia*." Much of this ancient wisdom is enshrined in words that are derived from languages against which some are now seeking to excite a prejudice, by labeling and libeling them as "dead." A popular American writer has unwittingly given countenance to this false conception by calling language "fossil poetry;" and Dean Trench has pushed the figure to extravagance by saying that language is "fossil ethics" and "fossil history." The figure has some poetic beauty; for as the delicate insect has been enshrined in purest amber and the graceful fern has been entombed in carbon and preserved for ages, so the thoughts and feelings and images of men who lived in distant ages have been preserved in single words and phrases and are now studied by philologists with wonder and delight. Still we cannot admire the phrase "fossil

words." There is more of truth, and even of beauty, in the conception of a recent English writer who says, "Very wonderful are these mind-waifs, these floating thoughts on the stream of time, a ghostly band on material rafts, visible spirit-forms where the form has no natural relation to the spirit that it bears. The simple fact is plain enough that the immortal thoughts and feelings of men do launch themselves and travel in this way—are let loose and set adrift with a strange life-germ of their own.

Words, true and right words, are not dead but living; they beat and glow with thought and feeling. They pass from heart to heart, from life to life. They are always in communion with life, and "once spoken never again drop out of heart sovereignty." He whose name must always be pronounced with reverence as the name which is above every name, has said, "My words are spirit and life," and for eighteen centuries His words have given true life to millions. Is there not a spirit of life in the words of David and Isaiah, of Plato and Sophocles, of Dante and Milton, of Shakspeare and Wordsworth? Though dead, these men are still speaking—speaking in living, breathing words; words that stir us and put noble feelings into us; words that fill us with rapture or melt us to tears. Words have breathed courage into despairing souls, and nerved the paralyzed arm, and infused new life into those who were ready to die. Wonderful is this power of sending a mind-birth afloat on common air and causing it to carry an unseen burden of thought across space and somehow, we know not how, depositing its treasure in another mind!

He who esteems lightly the treasure of words can scarcely be said to have learned to think aright. How can one think aright who does not know the precise value and import of the terms in which he thinks? A man's language is generally as precise and as definite as his thought. We give little credit to those who complain that they cannot express what they conceive. The fault is essentially in the conception. A man may feel

"What he can ne'er express, yet cannot all conceal,"

but if he has a definite thought, he will have a definite expression. There can be no exact thinking without precise symbols, and where a man has a clear thought he will have clear language. Hence the importance of the study of language as a mental discipline.—*The Chronicle*.

"THE GENERAL," AS AN ELEMENT OF POWER.

MARY E. SIMMONS.

My workbasket stands on the table. I take from it garments, folded and basted, and turn to my sewing machine. The work to be done is clearly defined. Here, one part is to be joined to another; there, are to be traced dainty lines of ornament. But it is not yet a fact. To make it one, the curious succession of wheel, shaft, spring, and clasp must be duly adjusted, and then the motive and controlling power applied. This done, I experience the joy springing naturally from a completed work.

Another work comes to me, the educating of human beings. Do I as clearly understand this as the former work? The nature and range of results—the adjustment of mechanism for the transmission of force—the kind and degree of power to be applied?

As the work I desire wrought by my sewing-machine closely resembles that which my friend next door accomplishes with a different mechanism, so the whole true educating work of all teachers bears a close resemblance. Varied means must be used by each, and a greater variety ensues in the adaptations of the power of each individual. But the general end—the development of each element of humanity in accordance with its inherent ideal, and in practical relation to the outer life to which it is called—is alike in all cases.

Among the means to be used in securing this end, *one* may employ our thought for a space. Two types of mind seem to prevail in the world. One of these grasps each individual fact and idea with a strong independent grip, than warily reaches its general conclusions. The other instinctively looks at a fact or idea for what it contains (and often for merely that it is able to discern), speedily catches a general conception, lays future-discovered facts under tribute to the general truth, and then uses this as its special weapon. In whichever of these molds a particular soul is cast, let it follow its own law, certain if either is carried far enough the general truths will be grasped.

It is these general truths as a *direct power* in accomplishing the ends sought in education that we now wish to consider. First, as to the teaching of truth. Any truth may be clearly appre-

hended as thought and yet fail to be even a half-truth. Besides the thought itself and the thought relations, fitting sentiments must be aroused and the right attitude of the will secured to make the harmony complete. That these are oftenest reached through sympathy with the teacher's spirit in presenting the thought is no proof that the end requires no definite purpose. It is simply a use of the highest force, the teacher's character, for the production of the most important results. And as in all other departments of labor, the most developed and most skillfully trained and adjusted person produces the best results. Nor will less meet the requirements of education. Not only is the most healthy and symmetrical life the happiest, it is also the best adapted to perform the work for which life is given. Without its attainment the full thought of the Creator in its existence is not reached by any human soul. Who, that seeks to educate, dares aim at less?

But besides a complete general culture of the inherent powers of each individual, there is an equally complete preparation for the social relations of life that is not less important. In attaining this end there is no power at our command equal to the employment of the general social truths of life in the daily administration of the school. This removal of the whole field of discipline from the domain of "small points," is in itself a strategic victory. It revolutionizes the whole system of warfare between ignorance and intelligence. Single hand-to-hand combat for mere personal prowess, ceases. To meet intelligence entrenched behind parapets, intelligent skill has to be brought to bear, and that very act destroys the ignorance which constituted the enemy to be defeated. It only remains for the superior intelligence to use tact in establishing the general identity of the resulting aim, and to organize the united force to gain the fruits of the victory. And what an economy of force ensues! How much of the jarring friction of school life is obviated! The self-respect—the consciousness of dignity—that accompanies deliberate action in accordance with recognized general truths is a most potent force for social good. When one not merely scorns a mean action, but realizes his right and power not to do it, he has in one element solved the problem of life. Extend this mastery till all the essential elements of character are encircled and the work is complete. And the possibility of this relative—not absolute—suc-

cess, is a most important object to be set before the ambition of each child. Happy the teacher who is able to inspire his pupils with its simple grandeur!

And what opportunities each day offers for training in a life which shall be felt to be the real, actual life of the world! That life is no longer a dim, distant vision, beckoning him with delusive hope. It becomes revealed as a beautiful and precious whole, of which the present is an essential part. Lifted out of the obscurity and uncertainty of the future, the passing day becomes a priceless jewel. Into it is concentrated all his power to learn its meaning and its appropriate use. Whoever watches the joyfulness of children as they recognize that each day brings "something new" to be known, and some new power in doing acquired, will not doubt this truth. And the more completely the atmosphere of the school room is felt to be the atmosphere of mature life, not only the more satisfactory, but the easier will be its discipline. The higher its ideal, so long as its attainment is felt to be a possibility, the greater its power to stifle the morbid and restless impulses of a lower life. Impelled by the irksomeness of silence the child cries, "When we get to be men we can talk as much as we please;" but what a transformation follows as he realizes that "men cannot talk when it would be impolite, or when they have something else to do." Take, too, the weak, weary, and lazy "I can't's," and change them to resolute "I can's." Train the child in truth till he discerns the limitations of his knowledge and ability, and then, as occasion requires, to frankly say, "I do not know," or, "I was wrong." Impress his obligation to be and to do what present circumstances require. Rouse the activities of his soul, till it forms the habit of responding both in word and act to immediate demands. By wise alternations of the most alert action and the most perfect repose, lead him to meet the rapid transitions of our changing existence.

But besides the definite training for the highest individual and social good, there is another that cannot be safely neglected. The fact of an actual perverted life must not be disguised. Even though the aim of each be to attain the high and the true, the subtle dangers arising in his own soul must be recognized and the remedy understood. Then there is the necessity for protection against others. "The spiritual" and "the unworldly" seem to many identical, and the degree of unfitness to live in the

world, their measure in estimating spiritual culture. This error must be met and the absolute sacredness of present relations and obligations impressed. Skill in discerning and estimating all types of character must be cultivated, and the rights and duties appropriate to each considered. Let it be seen that to hate is as noble as to love, and the right place and manner of each inculcated. While remembering that there is much to be bravely and cheerfully borne in this world, forget not the place for indignation and resistance. Nor let the value of sympathy be overlooked. Train to distinguish the burdens each must bear by himself, and those which "the word fitly spoken" lightens or removes. While inculcating justice and honor towards others, let us lead our pupils to straightforward denial of the false, and to quietly take, rather than beg for, their rights. Let each realize his responsibility not to be trammelled by others' folly, or defrauded by their dishonesty. Recognize the right of truth to triumph, and that of the ignorance that asserts the superiority of mere "brute force" to consignment to its appropriate oblivion. So shall the true power of spirit in vitalizing and directing the material forces be recognized, and the man and the woman who reinforce society with their individual character appreciated.

THE KENTUCKY SHOWER OF FLESH.

It appears to be a law of nature that weeds should grow with flowers, tares with corn, and that superstition should almost touch truth. Showers of frogs, of fishes, of bloody rain and snow have frequently occurred. The last sensation, however, "the fall of flesh in Kentucky," offers some features of special interest.

In 1537, while Paracelsus was engaged in the production of his "elixir of life," he came across a very strange looking vegetable mass, to which he gave the name of "Nostoc." The want of rapid transportation, combined with the perishable nature of the substances fallen, have hitherto prevented a complete and exhaustive examination. The specimens of the "Kentucky

shower," reached New York well preserved in glycerine, and it has been comparatively easy to identify the substance and to fix its status. The Kentucky wonder is nothing more or less than the "Nostoc" of the old alchemist. The Nostoc belongs to the confervæ; it consists of translucent, gelatinous bodies, joined together by threadlike tubes or seed-bearers. There are about fifty species of this singular plant classified; two or three kinds have even been found in a fossil state. Like other confervæ, the Nostoc propagates by self-division, as well as by seeds or spores. When these spores work their way out of the gelatinous envelope they may be wafted by winds here and there, and may be carried great distances. Wherever they may fall, and find congenial soil, dampness or recent rains, they will thrive and spread very rapidly, and many cases are recorded where they have covered miles of ground in a very few hours with long strings of "Nostoc." On account of this rapidity of growth, people almost everywhere faithfully believe the Nostoc to fall from the clouds, and ascribe to it many mysterious virtues. The plant is not confined to any special locality or to any climate; sown by the whirlwind, carried by a current of air, in need of moisture only for existence and support, it thrives everywhere. Icebergs afloat in mid ocean have been found covered with it. In New Zealand it is found in large masses of quaking jelly, several feet in circumference, and covering miles of damp soil; and in our own country it may be found in damp woods, on meadows, and on marshy or even gravelly bottoms.

All the Nostocs are composed of a semi-liquid cellulose and vegetable proteine. The edible Nostoc is highly valued in China, where it forms an essential ingredient of the edible bird-nest soup. The flesh that was supposed to have fallen from the clouds in Kentucky is the flesh-colored Nostoc (*N. carneum* of the botanist); the flavor of it approaches the frog or spring chicken legs, and it is greedily devoured by almost all domestic animals.

Such supposed "showers" are not rare, and are entirely in harmony with natural laws. In the East Indies the same Nostoc is used as an application in ulcers and scrofulous disease, while every nation in the East considers it nourishing and palatable, and uses it even for food when dried by sun and heat.—*Leopold Brandeis in Sanitarian.*

"HE'S A BRICK."—If it is slang, it is really classical slang. And yet of the thousands who use the term, how few—how very few—know its origin or its primitive significance. Truly it is an heroic thing to say of a man to call him a brick. The word, so used, if not twisted from its original intent, implies all that is brave, patriotic and loyal.

Plutarch, in his life of Agesilaus, king of Sparta, gives us the origin of the quaint and familiar expression.

On a certain occasion an ambassador from Epirus, on a diplomatic mission, was shown by the king over his capital. The ambassador knew of the monarch's fame—knew that though only nominally king of Sparta he was yet ruler of Greece—and he had looked to see massive walls rearing aloft their embattled towers for the defense of the town; but he found nothing of the kind. He marveled much at this, and spoke of it to the king.

"Sire," he said, "I have visited most of the principal towns, and I find no wall reared for defense. How is this?"

"Indeed, Sir Ambassador," replied Agesilaus, "thou canst not have looked carefully. Come with me to-morrow morning, and I will show you the walls of Sparta.

Accordingly, on the following morning, the king led his guest out upon the plains, where his army was drawn up in full battle array, and pointing proudly to the serried hosts he said: "There thou beholdest the walls of Sparta—ten thousand men, *and every man a brick!*"—*N. Y. S. Journal.*

THERE is a childhood into which we have to grow, just as there is a childhood which we must leave behind; a childlikeness which is the highest gain of humanity, and a childishness from which but few of those who are counted the wisest of men have freed themselves in their imagined progress toward the reality of things.—*MacDonald.*

NOTHING is so contagious as enthusiasm; it is the real allegory of the tale of Orpheus; it moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it.—*Buhoer.*

SUGGESTIONS TO SCHOOL TEACHERS—METHOD
OF TEACHING KINDNESS TO ANIMALS.

M. D. SAILLY.

(Translated for "*Our Dumb Animals*.")

WISHING to aid, by the humble means in my power, the noble efforts of the societies whose mission is to improve the condition of mankind by protecting animals, I have undertaken, by bringing my method of teaching before the public, to show the best way of introducing into schools feelings of kindness and justice towards the creatures which God has made subject to us.

I have always tried, in my 46 years' experience as schoolmaster, to teach children habits of kindness to them. I well know that early impressions are never forgotten, and that a child who is taught humanity to animals will, in later years, learn to love his fellow men. I have, therefore, taken pains to develop the affections of the children under my care, and to sow the fruitful seeds of kindness, gentleness, and justice towards domestic animals, which are, and always will be, the farmer's chief wealth, and also towards others, which, although in a wild state, are no less useful in agriculture, though ignorantly treated as enemies. In this last category are such as the hedgehog, the shrew-mouse, the bat, the toad, the frog, and the lizard, all of them great destroyers of noxious insects; the mole, which carries on a continual war with larvæ of beetles and caterpillars, and which should be allowed to live in peace, if not in gardens at least in meadows, where the light and fertilizing soil of the hillocks that it raises, so far from being injurious to the production of grass, in reality favors its growth in a remarkable manner, provided care is taken to turn over freshly raised earth with a spade; the nocturnal birds of prey, for which agriculture cannot be too thankful, are ten times better than the best cats, for, without stealing the roast of the cheese, they wage a bitter war against rats and mice, and destroy, in the fields, great quantities of various kinds of field-mice and dormice, which, without these nocturnal hunters, would become an intolerable scourge; and lastly, there are the small birds, those indispensable auxiliaries, which hold a first rank for

the services they render; those innocent and charming little creatures, which are the best guardians of our gardens, our orchards, and our fields, by their incessant and fierce warfare with the innumerable legions of destructive insects, which, for the most part, birds alone find out and destroy.

I have long been convinced that kindness to animals is productive of great results, and that it is not only the most powerful cause of material prosperity, but also the beginning of moral perfection. I therefore began my work in 1851, and at the same time introduced agriculture into my schools; for I saw the close connection between the doctrine of kindness to animals and the important science of agriculture, since there can be no profitable farming unless animals are well kept, well fed, and well treated. And, besides, how can children better learn the pleasures of country life than by understanding the importance of agriculture, the methods in use in their own country, and the profit which may be derived from intelligent farming and kind treatment of animals? Do they not become attached to country life? Do they not feel kindly towards all dumb creatures? Do they not receive ideas of order and domestic economy? Do they not love Mother Earth, who pays us so freely and so generously for our work? And does not this love tend to check the growing evil of emigration from the country to the city?

My method of teaching kindness to animals has the advantage of in no way interfering with the regular routine of my school. Two days in the week all our lessons are conducted with reference to this subject. For instance, in the reading class, I choose a book upon animals, and always find time for useful instruction and good advice. My "copies," for writing, are facts in natural history, and impress upon the pupils ideas of justice and kindness towards useful animals.

In written exercises in spelling and composition, I teach the good care which should be taken of domestic animals, and the kindness which should be shown them. I prove that, by not overworking them, and by keeping them in clean and roomy stables, feeding them well, and treating them kindly and gently, a greater profit and larger crops may be obtained than by abusing them. I also speak, in this connection, of certain small animals which, although in a wild state, are very useful to farmers.

In arithmetic, I give examples in domestic and rural economy, and thus show the children, in exact figures, the amount which may be made by farming when domestic animals are kindly treated.

Besides all this, we have a practical conversation on two afternoons in the week, when I often explain the law against cruelty to animals.

- The results of my instruction have been, and are, exceedingly satisfactory. My ideas have deeply impressed my pupils, and have exercised the best influence upon their lives and characters. Ever since I have introduced the subject into my school I have found the children less disorderly, but, instead, more gentle and affectionate towards each other. They feel more and more kindly towards animals, and have entirely given up the cruel practice of robbing nests and killing small birds. They are touched by the suffering and misery of animals, and the pain which they feel when they see them cruelly used has been the means of exciting other persons to pity and compassion.

My lessons reach adults through the example and advice of the children, and also by the following method: My pupils have a book containing "Talks about Useful Animals." By my advice the book is taken home, and is read with interest in the winter evenings, giving rise to the best effects. In my evening class I also teach adults principles of kindness in the same manner as in my day-school, and with the same success.

The best proof of the good effects of my teaching is the constitution of a little society formed by my pupils, who have pledged themselves to put in practice the principles which they have learned, and to spread them abroad.

I close this letter with the hope that principles of kindness and compassion to animals will soon be taught in every school.

MEN's proper business in this world falls mainly into three divisions: First, to know themselves and the existing state of the things they have to do with. Secondly, to be happy in themselves and in the existing state of things. Thirdly, to mend themselves and the existing state of things as far as either are marred and mendable.

THE STUDY OF LATIN IN HIGH SCHOOLS.



GEO. P. BROWN.

IN previous numbers of this series of articles I have presented some of the reasons most commonly given for the maintenance of a free high school. There are others more fundamental and conclusive, but less easily appreciated by those who have not made educational subjects a matter of study. I wish to consider one or two of these very briefly, for the reason that they determine, within certain limits, the subjects to be taught. By those uninformed, it is generally supposed that the arrangement of a high school course of study is a sort of haphazard matter, with which reason and philosophy have little to do, and that subjects may be added or subtracted *ad libitum*, without in any way affecting the general result.

This is a subject of general interest to the patrons and students of the high school at this time, because of the fact that a few of our more wealthy citizens have recently petitioned the board of school commissioners to expunge the teaching of ancient and foreign languages from the course. Their argument would be that as no direct application is made of the knowledge of these languages in the practical affairs of life they are therefore "more ornamental than useful," and no part of a common school course of study. The importance of this subject, and the intelligence and sincerity of those advocating a change, demand that the reasons for maintaining the present course of instruction be fully presented. This discussion must be somewhat psychological in its nature, but I ask all who feel any interest in a proper settlement of the question to follow me to the end.

The common school has two objects prominently in view, viz: the moral and the intellectual training of children and youth. It is the latter that I wish to consider in this connection.

A proper intellectual training requires: 1. That as much information as possible shall be given in regard to those subjects that are of practical importance in the civil, social, and business affairs of life. 2. That the different faculties of the mind shall be so trained that the student shall be able to lay hold of the facts acquired either by study or observation, and deduce conclusions

therefrom that shall determine the course of action to be pursued. In other words, to impart valuable information and to secure proper mental discipline are the chief ends of the school. Of these the latter is by far the more important, to the future man or woman. The mind of the child, like its body, develops slowly; but, unlike the body, its different faculties come into full activity at different stages of its growth. "The child gets his first knowledge through his senses. He sees, hears, feels, tastes and smells. These are open avenues to his mind. Through these avenues a large part of all our knowledge comes to us through life, by processes something as follows: One of these senses is called into activity, that is, there is a sensation—the mind gives attention thereto, and the perception is formed. Now comes into play another group of faculties. The abstract memory—the memory of facts—comes into activity, lays hold upon the perception just formed, and retains it by its own power, or passes it over to the associate faculty, by which it is connected with other and kindred facts, to be called up at will by suggestion. The sensation thus becomes transformed into knowledge. But knowledge thus gained is, so to speak, concrete knowledge—knowledge of things. For the gaining of the higher forms of knowledge—that of principles and laws, the third group of faculties comes into activity. The imagination seizes upon two or more facts, holds them up side by side; reason is aroused into action, compares them and notes their likenesses and differences, and a judgment or conclusion is reached, that these facts are related to each other by some law. Thus a new item of knowledge is gained, but of a character different from, and higher than that from which it was derived." A shorter classification may be made as follows:

1. Perception, or the power of obtaining concrete facts.
2. Memory, or the power of retaining and recalling facts and principles.
3. Imagination.
4. Reason.
5. Judgment.

The first three of these faculties are prominently active in children of five to eight years of age, and those branches are taught to them in school that appeal chiefly to these. At eight or ten years of age reason begins to manifest itself; but the child does

not reason logically. He is satisfied with the dicta of others, rather than the results of his own reason or judgment. At the age of twelve to fourteen reason and judgment have taken on sufficient strength to begin to receive thorough and systematic employment. They are yet feeble, and only such demands can be made upon them as connect the concrete and the abstract immediately together. The "fact period" and the "why period" are co-ordinates, and it is not until the student has attained the age of sixteen to eighteen that the power of abstract thought becomes developed to any considerable extent.

The conclusion that follows from all this is that if the child is to receive any adequate training of the reasoning powers, it must be after he has reached the age of fourteen years. Of the importance of such training it is not necessary here to speak. I have assumed that no one who admits the necessity of training the perceptive faculties, the memory and imagination, will question the value of a thorough discipline of the crowning faculty of the human soul—the reason. This, then, is our argument for the high school from a psychological point of view.

I will now pass to the consideration of the course of instruction appropriate for the attainment of this and other ends in this department.

Superintendent Harris, of St. Louis, makes the following pertinent remarks upon this subject:

"To discover precisely what the pupil gets from studying a particular branch—what he adds to his mental structure in the way of discipline and knowledge—is one of the problems of educational psychology. Without determining accurately the value of a given study by ascertaining what the pupil is to gain from it in the way of information that shall make clear his view of life, or in the way of discipline that shall increase his strength to grapple with other problems, the educator is not in a condition to decide where it belongs in the course of study, or how much time it demands. Indeed, it may be said that the want of such preliminary investigation has injured our educational system, and is injuring it fully as much as all other causes combined. It is owing to the lack of psychological insight that we have so many changes in theories and systems; so much advocacy of one-sided extremes. Caprice and arbitrariness determine the choice of this or that study. The likes and dislikes of the teachers settle the

course of the pupil; the whim of the parent is allowed to do the same thing."

In order to get at the root of this matter it is necessary to begin at the bottom. All that it is possible or necessary for man to know for the purpose of discipline or of information is found in the world of matter or in the world of mind. To learn of nature and of man is a necessary preparation for the discharge of the duties involved in the various relations of life. Nature presents itself to us as organic or inorganic. In the world of mind we must consider man in a fourfold relation: (1) as a thinking power; (2) as a will power; (3) as an artist; (4) as a religious being. The last has never been considered as included in secular education, but belongs to the church.

Our course of study, then, should introduce the student to:

1. The world of inorganic nature; hence we teach him mathematics, natural philosophy, and chemistry.

2. The world of organic nature; hence we teach him geography, under which are included meteorology, geology, botany, zoology and ethnology to a limited extent.

3. The world of man considered as a thinking power, a rational being; hence we teach him English grammar, Latin or German language, mental and moral philosophy.

4. The world of man considered as a practical being, a will-power; hence we teach him United States history, the constitution and general history.

5. The world of man considered as an æsthetic power; hence we teach him reading, English literature, drawing and music.

Most of these subjects are taught in the lower grades; they are also taught in the high school. The difference is that in the high school they are so taught that all the powers of the mind, and especially the reasoning faculty, are constantly active. In the lower grades it is the perception, the memory, and the imagination that the teacher most prominently addresses, because there is, at that age, a very feeble development of any other faculty.

The above is a brief and very imperfect outline of the line of thought by which a course of study has been arranged. A full statement of the facts and reasons by which these conclusions have been reached, cannot be given here. Volumes have been written by the best thinkers in the world upon the various questions involved therein, and it is in the light of their conclusions,

as we understand them, that our course of study has been determined.

I come now to a brief consideration of the relation of Latin to the course of study in a high school.

Of the importance of a knowledge of Latin, the German philosopher, Schopenhauer, says: "A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from him the outlines of everything become indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of modern history, the middle ages, and antiquity."

Mr. Harris, to whom the country is indebted for some of its best thoughts on educational topics, says: "The evolution of the civilization in which we live and move and have our being, issued through Greece and Rome on its way to us. We kindled the torches of our institutions at their sacred flames. The organism of the state, the invention of the forms in which man may live in a civil community and enjoy municipal and personal rights—these trace their descent in a direct line from Rome and were indigenous to the people that spoke Latin. In our civil and political forms we live Roman life to-day. Our scientific and æsthetic forms come from beyond Rome; they speak the language of the Greek, just as our jurisprudence and legislation pronounce their edicts in Roman words. * * * *

"Discipline, culture, exactness of thought, refining influence, are, in a special sense, results of classical study, in as much as it alone furnishes a direct road to the conscious possession of the conventionalities of our civilization. Mere disciplined ability to give attention to a subject connectedly is not adequate to give culture or exactness of thought. Mathematical drill suffices for that sort of discipline, but it is accompanied with the mental habit of abstracting from and ignoring quality, or the concrete relations of the most important of subjects—human life. * * * *

"When Latin was the language of the learned, its paramount importance in education was not questioned. It is at first somewhat surprising to discover that it is still the language of the learned who speak English, for the reason that the vocabulary of science, of refined culture and of abstract thought or generalization is nearly all of Latin derivation. But more important than

this is the subtle, spiritual gain derived from the increase of mental strength to analyze and confine the elements of human interest,—still more important, the clearing up of the view of human life, the certainty of conviction obtained by the contemplation of human nature in its evolution through long intervals of time. * * * * *

“Those who are to ‘finish their education’ with the high school course, are the very ones who need a share of classical study. If a pupil were to remain only one year in the high school he ought, by all means, to study Latin during that time. It will come the nearest of all his studies to endowing him with a new faculty,—with a power of insight.”

The above quotations consider this subject from a pure psychological point of view. The value of the study of Latin is more from the mental discipline acquired than from the information received. But it is not without value in the latter respect. If I were to formulate some of the reasons in a few words, I should state them as follows:

1. A knowledge of Latin is necessary to a full comprehension of the meaning of the best English.
2. For a proper understanding of the thoughts and sentiments of the ancient Romans, to whom we are so much indebted for our present civilization, and hence for a proper understanding of our own history.
3. Because of its superior value as a disciplinary study.

I have found it difficult, Mr. Editor, to present a subject necessarily abstract, in such a manner as to more than hint at what might be said on this side of the question. Permit me to suggest that what the great thinkers of the world have thought and do now think of the importance of the study of Latin in a higher course of instruction, should go for something with those who have never given the subject any careful or exhaustive study.

The matter of expense amounts to nothing in the calculation. It costs no more to teach Latin than it does to teach any other subject. If Latin were expunged from the course some other subject would be substituted therefor, for the student's time must be employed. It will cost no more to teach Latin than any other subject that may take its place. Our citizens will most certainly not permit the high school to be crippled, and its value impaired by legislation so unwise. If the high school is to be abolished, let it be done at once. Let us not kill it by slow poison.

OFFICIAL DEPARTMENT.

1. *Question.*—In case the amendment to the Superintendency Act, approved March 9, 1876, is declared by the Judge of a Circuit Court to be unconstitutional, does the decision apply in the county in which such decision is given, or in all the counties over which such Judge presides?

Answer.—The Attorney General has given an opinion to the effect that a decision by a Circuit Judge affects all the counties in his circuit alike.

2. *Question.*—In case the act by which the present County Superintendent was appointed is declared unconstitutional, should the present superintendent resign the office into the hands of his predecessor?

Answer.—If the former superintendent turned over the office to the present superintendent voluntarily, and has made no contest before the courts for it, the present incumbent should be regarded the *de facto* superintendent, and all his acts done under the statute should be regarded as legal acts. The former superintendent has no right or title to the office whatever, and the present incumbent should hold the office until his successor is duly elected and qualified.

3. *Question.*—When has a County Superintendent the right to renew a license without an examination?

Answer.—The law provides "that after an applicant has received two licenses in succession, for two years, in the same county, the superintendent thereof, after the expiration of the last license issued, may renew the same without a re-examination, at his discretion." A County Superintendent can issue a legal renewal upon the conditions just quoted, and upon no other.

4. *Question.*—Can the school trustees of incorporated towns be compelled to transfer persons from an adjoining corporation to the town?

Answer.—No. The school trustees of an incorporated town cannot transfer pupils from an adjoining corporation to the town either with or without compulsion. A transfer from a township must be made by the trustee of the township in which the person lives, and not by the trustee of the corporation to which the transfer is to be made. I do not think the school trustees of any corporation can be compelled to transfer persons to other corporations for school purposes, when such transfers are against the judgment of said trustees.

5. *Question.*—Can a guardian, in transferring his ward to an adjoining county, for educational purposes, transfer his (the guardian's) taxables for school purposes?

Answer.—A person can transfer neither his ward nor his children for school purposes. A person having the charge of children, either as parent or guardian, can be himself transferred for school purposes. When a person becomes transferred from one township to another in the same county, the person so transferred is taxed for the benefit of the township to which he is transferred. When such transfer is made from a school corporation in one county to a school corporation in another county, the law governing the case is as follows: "Sec. 17. Each person so transferred for educational purposes, to a township, town, or city, in an adjoining county, shall, annually, pay to the treasurer of such township, town, or city (when a tax is levied therein for the purposes aforesaid), a sum equal to the tax levied, computing the same upon the property and poll liable to tax, of such persons in the township, town, or city where he resides, according to the valuation thereof, by the proper assessor; which payment shall release his property from special school tax in the township in which he resides, etc."

A guardian who has legal charge of a ward can be transferred for school purposes under the same conditions that a parent who has charge of a child can, and upon no others.

6. *Question.*—Who is to take the enumeration of the children of persons transferred from one corporation to another for school purposes?

Answer.—I think that when a person wishes to be transferred from one corporation to another for school purposes, the trustee of the corporation in which such person lives should take the enumeration, and then send a certificate of transfer to the trustee of the corporation to which the transfer is made; and that the trustee taking such enumeration should omit the names of such transferred persons from his report to the county superintendent. After such transfer has been once made, I am of opinion that the trustee of the corporation to which the transfer has been made should, at subsequent enumerations, enumerate the children so transferred.

7. *Question.*—Who collects the special and tuition tax from persons transferred from a corporation in one county to a corporation in an adjoining county, for school purposes?

Answer.—The trustee of the school corporation to which such transfer has been made should require the payment of all local school taxes, according to section 17 of the School Law. The State's assessment for school purposes, however, should invariably be paid into the treasury of the county in which the person so transferred has his legal residence.

JAS. H. SMART,
Sup't. Public Instruction.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

ALL the back numbers of this Journal advertized for have been received. Thanks.

HONORARY TITLES.

The Journal wishes to renew its protest against the conferring of honorary titles, simply as compliments. The subject is brought to mind by the near approach of the commencement season, when the trustees of the various literary institutions hold their annual meetings. Every year large numbers (in the aggregate) of honorary titles are conferred, and it is by no means an exaggeration to say that more than one-half of them are wholly undeserved. Titles are right and proper, provided they mean something. The title D. D. originally meant, and ought still to mean, that the person to whom it is applied is learned, cultivated, profound, *eminent*, as a minister. LL. D.—learned doctor of laws—meant, originally, and ought now to mean, the same with reference to lawyers. It means not simply a good lawyer, but a *learned* lawyer. The title is often applied to persons not lawyers, but noted for their general eminent learning and culture. Custom has made this latter use allowable.

The Journal complains that these titles have been abused; that they have been conferred so frequently when unmerited, that they have lost much of their significance. These titles have become so common that they mean but little more than that other much applied title, "*professor*." The promiscuous and profligate use of these titles is peculiar to this country, and especially to the West.

It is gratifying to know that the trustees of several of the colleges of

the state are taking the correct view of this matter, and no longer confer the title D. D. on men who are simply earnest and eloquent preachers and belong to "our church;" nor LL. D. upon those whose chief claim is that they have done effective work for "our college," or have contributed, or are expected to contribute, large sums of money for the promotion of "this institution."

The trustees of several colleges have taken high grounds, not only in regard to these honorary titles, but have decided to confer the degree A. M. on such graduates only as continue their literary studies after they leave college, and thus prove themselves worthy of the advanced degree.

Let all remember that the conferring of titles upon those who are not eminent and deserving, tends to degrade and make common these terms of distinction, and thus does great injustice to those to whom honor properly belongs.

THIS JOURNAL AND POLITICS.

The editor of this Journal has been asked to give his opinion in regard to the relative merits of the candidates for the office of Superintendent of Public Instruction. He wishes now to repeat what he has frequently said in former years. While individually and privately he has his party preferences and personal likes and dislikes, he has uniformly refused to give expression to them through the Journal, or through the opportunities afforded by virtue of his being its editor. The Journal is not partisan—it is not independent in politics—it is *neutral*. Its policy is to advocate what is for the interests of the schools, and to combat whatever is opposed to those interests, without regard to party or to church. If at any time any party or any individual has taken grounds inimical to the schools, the Journal has been found on the other side. Two years ago the Journal advised teachers to vote for members of the legislature without regard to party affiliations, and it wishes now to repeat that advice. It matters but little whether your senator or representative is in favor of greenbacks, national banks, or bullion, for it is not at all probable that anything he may say or do will affect, in the least, the powers that be at Washington, but it is of great consequence what he favors with reference to the public schools, because his votes and his influence will have a direct bearing on this the most important of all state questions; for whatever affects the weal of the schools affects the very foundations upon which all other interests rest. No one should forget that the interests of the schools are paramount to the success of either party. In short, the Journal is *for* the schools and *against* whatever or whoever opposes them. Other things being equal, or about equal, do as the editor of this journal does, vote for the man of your own party.

Following out the above indicated policy, as a matter of course the Journal cannot take sides with reference to the candidates for State Su-

perintendent of Public Instruction. Every one must judge for himself and vote according to his own convictions. The fact that the interests of the educational cause in the state demand that the Journal and the State Superintendent work harmoniously and together, is a sufficient reason, if there were no other, why the Journal should not take grounds against or in favor of either candidate.

THE TEACHERS' EXCURSION.

We regret to announce, at this time, the failure of the project for a teachers' excursion to Philadelphia. The committee appointed by the State Association have spent a good deal of time, and two or three of them a great deal of money, in trying to arrange for the excursion as planned, but the railroad combinations have proved too strong. The following circular, sent out to those who had advanced money, will explain itself:

"INDIANAPOLIS, May 20, 1876.

"The committee appointed by the State Teachers' Association to provide means for an excursion to the Centennial Exhibition, have been diligently at work to carry out the objects of their appointment.

Six weeks ago the success of the enterprise seemed to be assured, and an announcement to that effect was made through the School Journal, and found its way into other papers of the State. Recently, however, one of the railroad companies that had offered reduced fare to the teachers withdrew their proposed rates and refused to make any deductions from the regular price of tickets over their line. On this, and other accounts, it is now impossible for the committee to make any arrangements by which transportation may be had for teachers at any rate lower than those offered to the public by any of the railroad lines from the West to the East. Consequently it has been thought best to abandon the enterprise entirely.

All money received from teachers and others in payment for certificates of membership will be returned to the senders.

It is impossible, in a brief circular, to state all the causes of the failure of the undertaking. It is, perhaps, sufficient assurance of the honesty of the committee to say, that while every cent that has been received from teachers will be promptly refunded, three members of the committee have made an aggregate expenditure of between two and three hundred dollars in their efforts to accomplish the will of the Association.

It is proper to add that a large part of this loss falls upon Mr. J. H. Madden, the secretary of the committee.

J. J. MILLS, Treasurer of Committee."

The regular Centennial rates from Indianapolis to Philadelphia and return is \$30.50, and to New York via Philadelphia, \$31.50, and we believe this gives the option of going one way and returning another.

The chief loss to the teachers is, that not going in a body the contract for lodgings with the hotels will be forfeited. Persons expecting to be at Philadelphia the latter part of June or the first half of July, ought, in some way, to secure a stopping place in advance. Possibly some arrangements may yet be made so that teachers may go in a body.

SOME FACTS ABOUT OUR SCHOOLS.

SUPERINTENDENT SMART has just made his May apportionment of the school fund. He distributed \$1,087,574.70, leaving in the treasury \$74.48. This is about eighty thousand dollars less than was distributed at this time last year. The total enumeration of children is 679,280, about 12,000 more than last year. Increasing the number of children and decreasing the amount of money, of course, has the result to give a less amount to each child. The amount, *per capita*, is \$1.59, which is 15 cents less than last year. The auditors of Dearborn and Greene counties have failed to make their reports on time, and, as a consequence, the fund has to pay the forfeit.

The falling off in the amount of money is due to the fact that the "hard times" have kept people from paying their taxes. Marion county, alone, fell short about \$10,000.

The Indianapolis Journal makes the following interesting statements:

"The abstract of the May apportionment of the school revenue, just completed by Superintendent Smart, and published in yesterday's Journal, contains some interesting facts which it is worth while to note and compare with the same points in previous reports.

1. The increase in the number of children of school age, from six to twenty-one, appears, from a comparison of the report with the census of 1870, to be nearly ten per cent., or 679,280 against 619,590. At this rate it would take us over ten years to increase twenty per cent., or over fifty to double our population, allowing, as we must, that the ratio of children to population is constant. The result warns us not to hope to rival New York in a reasonable lifetime. If population be in the same proportion to the school census now as six years ago, we may claim to have about 1,880,000 residents in the State. Let us test the calculation by a different process. The ratio of children to population in 1870, by the superintendent's report, was one to two and two-thirds. This, on the basis of 679,280 children this year, gives us a population of 1,811,280, which come so near the other figure as to warrant us in accepting it as very nearly correct. We have not got by these data, the 1,900,000 set down

for us in the summary at the Centennial, and won't have it much before the year 1880, at the present rate of increase. We have grown but 166,000 in six years, and four years more will only add 111,000, giving us, by the next census, 1,922,000 by one process, and 1,940,000 by the other. Our annual increment is thus fixed at 27,666.

2. The proportion of school "enrollment" to "enumeration" is about the same now as in 1870. We have not the statement for this spring in the superintendent's synopsis of yesterday, but we have that of last fall, which cannot be greatly different, and it shows the "enrollment" to have been then 502,862 out of an enumeration of 667,786, or about 75 per cent. In 1870, as reported by the superintendent in that year, the "enumeration" amounted to 619,590, and the "enrollment" to 462,527, or about 75 per cent. Mr. Smart soundly, as it seems to us, enlarges this creditable showing by the facts that the actual attendance is mostly made of children below fifteen years of age, only 15 per cent. of the "enrollment"—which includes all whose names are on the school books, and is, of course, smaller than the "enumeration," which includes all those who never attend as well as those who do—being above that age. Calculating actual attendance on this basis, or taking the proportion of average attendance to the enrollment of what may be called the "practical school age," from six to fifteen, he finds 95 per cent. attend regularly, including about 80,000 in private schools. This is equal to the best exhibit of any State. He also shows that the proportion of illiteracy is far less than appears by the census of 1870. That gives us 26,788 children between the ages of 10 and 21 who cannot read or write. In the last enumeration the illiterates between these ages were separately noted and found to be but 4,922 in the State. Allowing for the proportion of the census number who have passed the age of twenty-one in the five years or more between the census and the enumeration, and setting against it the increase of school population in the same time, we must conclude that the number of illiterates was somehow exaggerated by the census, or, as the superintendent says, "that the teachers of the State have been doing big work in the last five years."

3. The number of days of school during the year has increased handsomely since 1870. Then the whole school period was but ninety-seven days in the year, or, giving five days in a week, 19½ weeks, equal to 4½ months. Last year it was 180 days, averaging cities and country, or 26 weeks, equal to 6½ months. The increase of the effective school period in six years is nearly one half, a very creditable showing.

THE next number of the Journal will be a sort of Centennial number. It will be largely taken up with a history of school legislation in this state, and a history of the State Teachers' Association, etc.

THE CENTENNIAL.

Since Indiana's educational display has been in position in Philadelphia, numerous letters have been written describing it, and numerous opinions given with reference to its relative merits, and it is gratifying to know that the uniform expression is that the Hoosier State has done well—exceedingly well, considering the amount of money the committee had at its disposal with which to make the display.

One letter says, "the general expression of educational men here is that no exhibition on the grounds excels yours, unless it may be that of Massachusetts."

A correspondent of the Cincinnati Gazette, who may be supposed to be entirely unprejudiced, says: "Everything is well arranged and attractive of its kind. * * * Large and small towns seem to have vied in making themselves and their State honorable. * * * Where all was so well done it may be deemed partial to specify anything without mentioning all that I saw. The Bedford herbarium and crayon drawings; the Huntington geological cabinet, with about two hundred pigeon-holes, each containing its specimen, held their own most creditably by the side of the abundant productions of the scholars of the more populous cities. Bound volumes of the Indiana School Journal, a colored view of Purdue University, Allyn's Outline Map, and various documents of minor, but still general interest, were placed so as to catch the notice of the visitor, and be open to his examination. I do not know who had the arrangement of the space, but the dispositions indicate a thorough appreciation of artistic effort. To be sure, the materials for working were good, but there is a great deal in the way things are placed, after all. *Indiana has no reason to be ashamed of her educational showing.*" If these are unbiased opinions, and we have good reasons for believing them such, every Indianian has reason for rejoicing. This display will do much towards removing that prejudice which has existed for years, and still exists, in the minds of eastern persons against the Hoosiers as an educated people.

Let no citizen of Indiana visit Philadelphia without carefully inspecting the educational department.

REDUCTION OF TEACHERS' SALARIES.

Just at this time, owing to the stringency in money matters, and the panic for economy, there is a general cry for retrenchment, and, as usual, there is a disposition, on the part of a certain class of persons, to begin with the schools. In the legislature, in city councils, everywhere, retrenchment begins with the schools. In our last legislature the office of county superintendent was very much crippled on the score of economy,

while the salary and perquisites of either the sheriff, recorder, auditor, treasurer, and clerk of the court, is more than double what it would take to employ just as good men, or the same men, to fill these same offices. The average throughout this State, for any of these officers, is not less than three thousand dollars a year, while in some counties a part of these offices pay the possessor an annual income of at least \$20,000. The last legislature, it is true, did cut down the prices paid in some of these offices, but still left them about as indicated above; and, at the same time, reduced the salary of the county superintendent from four dollars to three dollars per day, and cut off half of the number of days he had for visiting schools. Shame on such men.

At present, in all the larger cities, so far as we can hear, there is *talk* of reducing teachers' salaries. We believe in economy in all departments, and in these hard times we favor retrenchment in every practicable way; but we do not believe in beginning by cutting down the salaries of the already overworked and underpaid teachers. Neither is it wise to reduce the tax and shorten the term of school. The people pay no tax more cheerfully than they do the school tax, and they are willing to pay whatever is necessary to make the schools efficient. They only demand that there shall be no extravagance, no waste.

Indianapolis is just being agitated from center to circumference on the school question. First came a proposition to the school board to cut Latin out of the high school to reduce expenses. Then came a petition from several rich and influential men, asking that all salaries be reduced from twenty to twenty-five per cent., that the high school be cut down, and that a part of the supervision be dispensed with. At the following meeting of the Board came a still more extensively signed petition, representing equally wealthy and more public spirited citizens, remonstrating against the reduction of teachers' salaries, especially in the lower grades. The Board has considered the matter pretty carefully, and will render its verdict before this Journal will reach its readers.

The committee to whom this matter has been referred, have decided to report (and the Board is almost sure to confirm the report) in favor of leaving a large majority of salaries just as they are.

It is not at all likely that anything will be done towards dropping Latin in the high school. If it should be concluded to reduce the course of study from four to three years, which is not at all likely, it will hardly assume the responsibility of excluding Latin from the course, contrary to the judgment of the wisest men who have ever thought upon this subject.

It may be of general interest to teachers in other places to know just what salaries Indianapolis teachers are paid, so we give them below. While looking over these salaries, let it be remembered that it costs more to live in Indianapolis than it does in small places. The usual price paid by teachers for boarding is from five to seven dollars per week.

SUPERVISORS.

One Superintendent	\$3000
One Assistant Superintendent	2000
Two Female Assistant Superintendents of Primary Schools, each ..	1200
Two Special Teachers (Music and Penmanship), each	1800
One Special Teacher (Drawing)	1500

TRAINING SCHOOL.

One Principal	\$1200
One Critic Teacher	1000
One Critic Teacher	900
Three Critic Teachers, each	800

DISTRICT SCHOOLS.

Eight Principals of Buildings, each	\$1109
Four Principals of Buildings, each	900
One Principal	850
Three Principals, each	800
Four Principals, each	700
Seven Assistant Principals, each	700
Eleven Teachers of 7th year pupils, each	650
Thirteen Teachers of 1st year pupils, each	650
Fifty-three Teachers, each	600
Fourteen Teachers, each	550
Twenty Teachers, each	500
Twenty-two Teachers, each	450

HIGH SCHOOL.

Principal	\$2400
Lady Principal	1200
Two Teachers, each	1500
One Teacher	1800
Four Teachers, each	1200
Six Teachers, each	1000
One Teacher	900

COMMENCEMENT SPEECHES.

Speeches made on commencement occasions, as a rule, have three serious faults.

1. The subjects chosen are usually trite and too comprehensive. The writers seem to prefer old subjects, concerning which they can "read up," often beyond their power to master, and about which they can say nothing new or original, to subjects that are less pretentious, and that have been or may be thoroughly investigated by the student.

2. The style is usually stilted and sophomoric, often approaching the Johnsonian.

3. The delivery is usually execrable. The tone of voice is unnatural and declamatory, the gestures are studied and constrained, and the general bearing "spread-eagle."

We are glad to know that in one or two colleges and some of the high schools the Professors having charge of the department have taken the matter in hand, and that marked improvement has already been made in all these regards.

Let the young men and young women be taught, all the way through the course, to select subjects that they know something about, to treat them in a straightforward common sense way, and to deliver them in a *natural* tone of voice.

COUNTY SUPERINTENDENT'S CONVENTION.

The County Superintendents' Convention, a report of which will be found in the miscellany department, was not so largely attended as such meetings have usually been (thirty-three counties being represented), but was nevertheless profitable to those who were present. If any class of educational men need to study their work, consult together, and get information and help from every source possible, it is the county superintendents. From no others is so much required for so little compensation. No others are expected to cultivate so large a field with so limited means.

While it is true that the present law very much cripples their work, it is also true that what they are to do for the schools under the law, will go far towards determining whether or not the county superintendency act shall continue upon our statutes. Doubtless the fact that superintendents have been working on "short time," had much to do with the slim attendance of the convention. It is hoped that those who were not able to attend will get some good from the meeting by reading carefully the proceedings.

THE HALF-DAY SYSTEM.—While school boards are looking for opportunities to save money, it would be well for them to consider the propriety of trying the half-day system in the primary grades, i. e., allow the smaller children to attend school but the half of each day. This will allow closer grading and will enable one teacher to teach two schools, and yet without any perceptible loss to the children. This plan has been tried many years in Indianapolis, and gives entire satisfaction. The children are fresher and learn just as much as when kept in school the entire day.

THE Editor of the Journal has a new carpet on his office floor and the walls neatly papered. Call and see him the next time you have an opportunity.

MISCELLANY.

THE article by Mr. Brown, in this No., on "Latin in High Schools," was first printed in the Indianapolis News, in answer to a proposition that Latin should be dropped in the high school, with a view to reducing expenses.

EDUCATIONAL DISPLAY AT PHILADELPHIA.

The readers of the Journal will be curious to know how the educational interests of the United States are represented in the great Exposition. A brief survey of the scene, as it appears at present (May 17), will seem to show, in some degree, the interest felt in this department of our country's developments.

It was hoped and expected that the educational forces of this country, to which so much of our prosperity is attributed, would have a very prominent exposition, and that those who wished to study the internal workings of our political religion and social condition, could have the best opportunity of making themselves acquainted with our institutions by a study of the school system. From various causes which it is not necessary to enumerate, but which, it must be confessed, do our people but little credit, there is no united exhibition of our educational institutions. There is no grouping of educational appliances, so that the visitor may, with comparatively little time and labor, see all that is exhibited. All the mechanical, commercial, and artistic products are arranged that visitors may have but little trouble in finding them, and also but little difficulty in studying them by comparison. It is to our shame that no such arrangement has been made for the exhibition of education.

But for a brief review. To save time we shall commence on the south gallery. Over the main entrance there may be seen some large signs indicating that the subjects have had some attention. At the western end of the gallery may be found the Illinois exhibit, occupying two alcoves or spaces, 18x48 feet in extent. In this space are six large cases, made by the students of the Industrial University. Except the framed pictures that hang upon the walls, the cases contain the entire products of schools. Room A, illustrates the work of the district, the normal, the high schools, in many handsome volumes of examination work in all the departments of study. Natural history is presented in the preparations of alcoholic specimens, marine curiosities, stuffed birds, insects, birds' nests and eggs, and in a herbarium. These collections are all made by the pu-

pils of various parts of the state. Room B. contains chiefly the mechanical, chemical, architectural, and artistic work of the students of the Industrial University. This institution has done itself great credit.

No. 2. Passing by the two alcoves devoted to Indiana, the products of which were described in the last number of the Journal, we come to the

No. 8. Ohio department, which occupies two alcoves. The walls are decorated with artistic, architectural, and mechanical drawings, and the windows are embellished with architectural photographs on glass. The large maps of the State exhibit very strikingly the educational statistics of the past year. Two large table cases contain the handsome volumes of examination papers from Cincinnati, Dayton, Cleveland, Sandusky, and other prominent cities and towns. These volumes attest the excellence of the Ohio schools; but the display is confined chiefly to volumes, and therefore it does not present that pleasing variety that is essential to an elegant exhibition.

No. 5. Kentucky is only represented by the products of the Louisville American Printing House for the Blind. These are exceedingly interesting and valuable to the educational student.

No. 6. The State of Maryland occupies about half an alcove directly above the south main entrance. She is represented by a fine book-case containing volumes of examination papers from the State Normal School and from the Baltimore schools. Some drawings, architectural pictures, and an entomological collection make up her display. Some school furniture also made part of her exhibit.

No. 7. New Hampshire occupies the same floor as Maryland, and takes about the same space. Here may be found a library containing the school books of 1776 with those of 1876. The comparison is an interesting one, and demonstrates our progress. There is a large, fine model of a Manchester grammar school, costing \$50,000; the Chandler Scientific School, of Dartmouth College, contributes some very commendable work, and the Thayer school has a model of a railroad truss bridge that is very good. An interesting plaster profile of the State, exhibiting its mountains, valleys, and streams, on a scale of one inch to 1000 feet, will give some faint idea of the scenery of this beautiful State.

Nos. 7 and 8. Michigan and Wisconsin occupy an alcove and have, as yet, nothing to show.

No. 9. Will contain a statue of the first president of Yale College, Pres. Pierson. The most striking monument of educational production is that which shows about 1000 volumes of literature from the sons of Yale. Beyond this Connecticut has done but little for the exhibition. Possibly she thought this enough.

No. 10. New Jersey has the finest display of cabinet work in the exhibition, but with little variety in her method of display. Jersey City H.S. has a fine case of minerals. Rutgers College and Princeton will each have a case, but they are not ready yet.

No. 11. Rhode Island has half an alcove, but it is unfinished.

No. 12. Maine has half a space, but it is unfinished.

Nos. 13 and 14. Iowa and Missouri occupy one alcove, and are unprepared for visitors.

Nos. 15, 16, 17, and 18, occupy each, respectively, one-fourth of one alcove, or one-fourth of 482 square feet. These numbers correspond to the states of New York, Virginia, Louisiana and Tennessee. Cooper's Institute represents New York, and, strange as it may appear, Virginia is represented alone by the Hampton Institute, at Hampton, Va., which is a school for colored students. From the exhibit we infer that "the bottom rail may soon be on de top of de fence," in Virginia.

No. 19. Going down stairs we shall proceed to the extreme end of the main building and, ascending to the gallery, find the Massachusetts display. It occupies a space equal to four alcoves. There is a great variety in this exhibition, with but little originality in its representation. We should occupy too much space in describing it.

No. 20. Nor can we go outside to visit the elegant and commodious building belonging to Pennsylvania, which is filled with all the appliances of education found in the State.

No. 21. Neither have we space to describe the Educational department of the Smithsonian Institute, in the United States building, which is of itself worthy of a visit from Indiana to Philadelphia.

But our readers may be impatient to learn our impressions of the comparative excellence of Indiana's exhibition. In extent she is surpassed by Pennsylvania and Massachusetts, each of which had a liberal donation of funds to make their display. In variety of products, and in the beauty and ingenuity of their exhibition, she is not surpassed by any. No citizen of Indiana, who visits the educational display, will have reason to make any apology for his State. Our exhibition speaks for itself, and proclaims in the strongest terms the excellence of its schools and the enterprise of its teachers. State Superintendent Smart deserves much credit, for to him, in a great degree, is the success of the Indiana Educational Exhibit due.

A. M. G.

NATIONAL EDUCATIONAL ASSOCIATION.

The sixteenth annual meeting of the Association will be held in the Academy of Music, Baltimore, Md., on Monday, Tuesday, and Wednesday, July 10, 11, and 12, 1876.

Papers and Reports will be presented before the General Association and the several departments as stated below:

GENERAL ASSOCIATION.—1. Addresses of Welcome by Governor of Maryland and the Mayor of Baltimore. Response by the President. Annual Address by the President.

2. The Demands of the New Century upon the American Common School; by Rev. A. D. Mayo, Springfield, Mass.
3. The Normal Schools of the United States—their Past, Present, and Future; Richard Edwards, LL. D., late President of the State Normal University, Bloomington, Ill.
4. The Country School Problem; Prof. Edward Olney, of the University of Michigan.
5. The Moral Element in Primary Education; Hon. W. H. Ruffner, State Superintendent of Public Instruction, Richmond, Va.
6. Educational Terminology and School Grades; Duane Doty, Esq., Superintendent of Public Schools, Chicago, Ill.
7. Report on Course of Study from Primary School to University; Wm. T. Harria, Superintendent of Public Schools, St. Louis, Mo. Chn. Committee.
8. Report on the School Work of the World as represented at the Centennial Exposition; Hon. Warren Johnson, of Maine, Chairman of Committee.

DEPARTMENT OF HIGHER EDUCATION.—1. Address by President Noah Porter, Yale College.

2. Greek Syntax; Prof. B. L. Gildersleeve, Ph. D. LL. D., Johns Hopkins University, Baltimore.
3. The Political Economy of Higher Education, Hon. H. A. M. Henderson, State Superintendent of Public Instruction, Kentucky.
4. Position of Modern Mathematical Theories in our Higher Courses of Pure Mathematics; Wm. M. Thornton, Adjunct Professor, Applied Mathematics, University of Virginia.
5. Position of the Modern Languages in our Systems of Higher Education; Prof. E. M. Jaynes, Vanderbilt University, Nashville, Tenn.
6. The Systematic Organization of American Education; Dr. John W. Hoyt, Madison, Wis.
7. History of South Carolina College from 1810 to 1860; Prof. W. J. Rives, Washington College, Maryland.
8. Report on Orthoepey; Prof. Sawyer, Lawrence University, Appleton, Wisconsin.

DEPARTMENT OF NORMAL INSTRUCTION.—1. Report on Practice Schools; Miss D. A. Lathrop, City Normal School, Cincinnati, O.

2. Three Important Considerations for our Profession: 1. What is a School? 2. What are its Rights and Duties? 3. Some consequences from the above; President J. H. Hoose, State Normal School, Cortland, New York.
3. Relations of Normal Schools to Other Schools; Prest. J. Baldwin, State Normal School, Kirksville, Mo.
4. Professional Course of Study for Normal Schools. Professor John Ogden, Worthington, Ohio.

5. What may Normal Schools do to form Right Habits of Thought and Study in their Pupils; Prof. C. A. Morey, State Normal School, Winona, Minn.

6. Methods of Professional Training in Normal Schools; Principal J. W. Dickinson, State Normal School, Westfield, Mass.

DEPARTMENT OF ELEMENTARY INSTRUCTION.—1. The Kindergarten, with Illustrations; Hon. B. G. Northrop, Secretary State Board of Education, Connecticut.

2. How shall we train our Primary Teachers; Supt. John Hancock, Dayton, Ohio.

3. Text Books adapted to our Modern System of Education; James Cruickshank, LL. D., Brooklyn, N. Y.

4. Paper by Miss Minnie Swayze, Trenton, New Jersey.

5. Practical Aspects of Object Teaching; Hon. M. A. Newell, Md.

6. Common Sense in Education; Wm. J. Davis, Editor *Home and School*, Louisville, Ky.

7. Report on Art Education; John Y. Culyer, Brooklyn, N. Y., Chn. Committee.

DEPARTMENT OF INDUSTRIAL EDUCATION.—1. Opening Address; President S. R. Thompson, Nebraska.

2. The Industrial Education of Women; Hon. Ezra S. Carr, State Superintendent of Public Instruction, California.

3. Instruction in Manual Arts in connection with Scientific Studies; Prof. Manly Miles, Illinois Industrial University.

4. What can be done to secure a larger proportion of Educated Labor among our Producing and Manufacturing Classes; Prof. William C. Russell, Cornell University, New York.

5. How far should Industrial Schools engage in the attempt to extend the limits of Science by experiment or otherwise; Prof. E. M. Pendleton, University of Georgia.

6. Drawing as an Element of Advanced Industrial Education; C. B. Stetson, Boston, Mass.

N. B.—Authors of Papers and Reports will please bear in mind that *brevity* is the existing rule of the Association.

HOTEL ACCOMMODATIONS.—The following hotels will entertain members of the Association at the reduced rates stated: The Carrollton and Barnum's, \$3 per day; the Eutaw, \$2.50 per day; the St. Clair, and Howard House, \$2 per day.

RAILROAD FARES.—All efforts to effect reductions on railroads beyond those arranged for visitors to the Centennial, have proved unavailing up to this date. Should any change occur in this respect it will be noted in the circular to be issued within ten days from this date.

WM. F. PHELPS, President N. E. A.

W. D. HENKLE, President.

COUNTY SUPERINTENDENTS' STATE CONVENTION.

According to arrangement, the county superintendents met in Indianapolis, Wednesday and Thursday, May 17 and 18, and organized by selecting J. C. Macpherson, of Wayne county, president, and L. P. Harlan, of Marion, secretary. Thirty-three superintendents attended the meeting, not quite so large a number as have heretofore met on similar occasions.

State Superintendent Smart first gave a summary of the educational work done in the State during the past year, and made some suggestions in regard to the future. Miss Mary West, superintendent of Knox co., Ill., was called upon and made a few remarks, urging the importance of carefully supervising the country schools.

The first paper was by W. B. Chrisler, of Lawrence county, on "How can the Superintendent accomplish the most good at official visits?" Among others he made the following points: The best way to overcome opposition to county superintendency is to go to work and make it apparent that the schools are benefited by the visits of the superintendent. These visits were then considered with reference to the State, the teacher, the children, and the parent.

1. Let it be understood that the superintendent visits as an officer and not as a private individual, hence he must do his duty.
2. He must see that each of the eight branches required by law has its proper place in the school; hence the necessity of a course of study and proper grading.
3. Visits can do but little good if there is no standard to work to nor system to work by. The schools should be graded, and can be if the trustees will stand by the superintendent.
4. He should treat the teacher with courtesy and respect; if criticism is necessary, let it be given privately, so that the teacher may be strengthened, not weakened in his school. Criticisms should be frank, open, and full.
5. He should inspect each class in the school, if possible, if not each pupil. Every child should feel that a visit of the superintendent meant something for him.
6. A short, pointed talk to the children in regard to deportment in and out of school, etc., will have a good moral effect.
7. The superintendent should get parents to visit schools at the same time he does, and, if possible, hold night meetings and explain the law, and stimulate the people to take a greater interest in the schools.

The address was well received and lengthily discussed.

D. Moury's paper, of Elkhart county, on "What has been done and what can be done towards grading country schools," contained the following points:

The grading of the rural district schools in Elkhart and Lagrange counties was a perfect success, and has accomplished more than all other means adopted to increase the efficiency of the schools. The system, as introduced by the present superintendents, has secured more regular attendance, less tardiness, and a more symmetrical scholarship on the part of the pupils. It has served to systematize the school work, to create a

lively interest on the part of the patrons, and to make the work of the teacher doubly effective.

The paper shows that this system, properly used, will enable pupils to finish their common school education at the age of fifteen, and be prepared to enter the high school course, or to engage successfully in the business avocations of life; that the system is practicable for all the country schools of the State, and that its fruits are the elevation of the poorer schools to the standard of the best.

The form of a Book of Record, showing the classification, gradation, and the result of monthly examination for each pupil, was placed upon the blackboard by Supt. Cosper, and elicited much favorable comment.

The paper, as a whole, was an able and thorough discussion of the subject.

"How can we use Teachers' monthly Reports, and what should they contain?" was the subject of a paper by L. P. Harlan, of Marion. Some of the points were:

A report has two objects. 1. To give the superintendent a clear and accurate idea of the internal workings of the school; and (2.) to give the superintendent items from which to preserve the statistics of the school.

A report will benefit the school in two ways:

1. By affording the superintendent an opportunity to work, or from his knowledge of the condition of the school reported by the teacher he may labor more intelligently for its elevation.

2. By exerting a reflex influence on the school, awakening the sleeping pride of the teacher and pupil, and stirring each to a more lively activity in the performance of duty than before.

If a superintendent be fitted for his duties and have the zeal, he can increase the enrollment, the days of attendance, lessen the number of cases of tardiness, and exert a broad influence in banishing the rod from the school room; can learn of the teacher's record, the attendance at institutes and absences therefrom, the obstacles which teachers have to encounter, and other items which teachers may report. His work may be done by letters to the teacher and parents; by visits to the teacher and a talk with them and the pupils, and a visit to the patrons of the school.

A report should contain just what the superintendent can use—no more, no less. The items that he can use can be best determined by the different superintendents. Any items that can be learned from a visit should be reported. In counties where uniformity of text-books does not exist, the text-book used should be reported.

The Committee on Grading Teachers' Licenses made the following report, which, after discussion, was adopted:

We would respectfully recommend the following standard for the different grades of teachers' licenses:

A general average of not below 65 per cent., with no branch below 55, shall give a six months' license. A general average of 75, with no branch

below 65, shall give a twelve months' license. A general average of 85, with no branch below 70, shall give an eighteen months' license. A general average of 95, with no branch below 70, shall give twenty-four months' license.

We would respectfully recommend that the State Board of Education be requested to attach a value to each question when sending them out, and make ten questions in each branch.

J. C. Macpherson, of Wayne county, read a paper on "Township Institutes—How to organize and manage them."

The paper recounts the writer's experience therewith. After classifying teachers according to their sentiments in regard to these meetings, the following points are recommended:

1. Strict enforcement of the penalty upon delinquents.
2. Some directions from the superintendent as to the mode of procedure, thus instructing the inexperienced and diffident concerning the character of the exercises.
3. Exercises of such a nature as will produce benefits in their school rooms.

The writer sent a circular to teachers, last fall, giving the hours of session, the items for the secretaries' reports (copies to be sent to superintendent and trustee), and programmes for first and second meetings. Following that circular were sent five monthly programmes, printed on postal cards. These programmes directed thought and exertions to the same ends throughout the county. A record was kept of the reports, and when not received promptly, he wrote for them. Greater efficiency would be added to institutes if the trustees presided, or appointed some one with full authority as conductor. A scale of fines for tardiness is much needed to induce prompt attendance, and trustees should deduct fractional parts of a day's wages for corresponding fractions of time lost by such tardiness. Another help would be afforded if some high authority—say the State Board—should publish information upon the object of township institutes, the way to use them, etc. If this feature of our system be maintained a few years, it will be accepted without dissent.

A resolution was passed making the State Superintendent ex-officio president of the convention.

Superintendent Smart was put on the stand several times to answer questions. Several of these answers and questions will be found in the official.

President Jones, of the State Normal School, in discussing the work of county institutes, made a strong plea for the general culture of teachers, insisting that without this children lose much that is most valuable to them. He also maintained that the main object of institutes was to elevate the ideas of teachers, to magnify their work, and to give them the best possible methods of governing schools and imparting instruction, not by talking to them, but by doing the work for and with them. He answered, at length, various questions in regard to the normal school and its relations to the State. [These questions and answers are omitted this month for want of space, but will appear hereafter.—Ed.]

State Superintendent Smart, W. A. Bell, of the School Journal, J. A. C. Dobson, of Hendricks, J. C. Macpherson, of Wayne, and L. P. Harlan, of Marion, were appointed a committee to make programme and all necessary arrangements for the next meeting.

The Convention, after a very profitable meeting, adjourned *sine die*, to meet at the call of the State Superintendent.

HIGH SCHOOLS.

Madison.—Enrollment, boys 27, girls 60; Commencement, June 16; graduates 5, all females. Mary D. Reid, Principal.

Richmond.—Enrollment, 126; Commencement, June 16; graduates, males 2, females 9. Principal, Mrs. J. G. Holcombe.

Vincennes.—Enrollment, 119; Commencement, June 16; graduates, males 2, females 5. Principal, R. A. Townsend, re-elected for next year.

Hartford.—Enrollment, 17; no graduates. A. H. Hastings, superintendent and Principal of H. S.

Rushville.—Enrollment, 92; graduates, males 5, females 4. Principal, Mrs. R. A. Moffitt.

Franklin.—Enrollment, 59; Commencement, May 26; graduates, 9. Principal, Mrs. J. H. Martin, who is re-elected for next year.

Connersville.—Enrollment, 51; Commencement, May 26; graduates, males 2, females 2. Principal, C. A. Murray, retained for next year.

Logansport.—Enrollment, 107; Commencement, June 9; graduates, males 4, females 12. Principal, M. S. Coulter. Four graduates from the Training School; Miss Fannie Kimber, Principal.

Rensselaer.—Enrollment, 26; closed March 24; no graduates. J. G. Adams, Principal and Superintendent. Public school only 6 months.

Ligonier.—Enrollment, 74; no graduates; schools closed April 21. Mrs. Sallie J. Light, Principal. Eight months public school.

Mt. Vernon.—Enrollment, 80; Commencement, May 19; graduates, males 8, females 4. Principal, J. W. Hiatt.

Winchester.—Enrollment, 65; Commencement, June 9; graduates, males 1, females 6. Principal, J. W. Polly. A new school house next year.

Lagrange.—Enrolled, 54; no graduates; close June 19. Eliza Drake, Principal. Eighty-nine per cent. of the enumeration enrolled in public schools. A. D. Mohler, sup't.

Elkhart.—Enrollment, 102; Commencement, June 8; graduates, 4 males, 5 females. Sarah D. Harmon, Principal.

Anderson.—Enrollment, 51; Commencement, May 25; graduates, females, 4. R. J. Hamilton, Principal. This is the first class graduated.

Peru.—Enrollment, 75; Commencement, June 15; graduates, males 2, females 10. Julia B. McFarland, Principal.

Huntington.—Enrollment, 35; no Commencement; school closes June 16. G. L. Miner, Principal.

Cambridge City.—Enrollment, 30; Commencement, May 19; graduates, 2 males. Mrs. Belle C. Hall, Principal.

Shelbyville.—Enrollment, 56; Commencement, May 8; graduates, 6 males, 4 females. Prof. T. Harrison, Principal.

Seymour.—Enrollment, 74; Commencement, June 8; graduates, 1 male, 11 females. Helen Hoadley, Principal.

Frankfort.—Enrolled, 45; Commencement, June 6; graduates, 6 females. C. S. Ludlam, Principal.

Jeffersonville.—Enrollment, 75; Commencement, June 1; graduates, 9 females. Principal, J. N. Payne.

Fort Wayne.—Enrollment, 175; Commencement, June 16; graduates, males 8, females 12. Principal, R. M. Wright.

Rockport.—Enrollment 26; close June 26; no graduates, the school not having been well organized till within the last year. W. M. Blake, Principal.

Muncie.—Enrollment, 82; Commencement, June 23; graduates, 7, all girls. Mrs. Emma Mont. McRae, Principal.

Lawrenceburg.—Enrollment, 46; Commencement, May 26; graduates, 1 male, 3 females. W. F. Gilchrist, Principal.

Terre Haute.—Enrollment, 198; Commencement, June 23; graduates, males 4, females 14. Wm. H. Valentine, Principal.

Michigan City.—Enrollment 80; graduates, males 2, females 4. S. E. Miller, Principal.

Attica.—Enrollment, 60; Commencement, June 2; graduates, males 2, females 4. Lydia A. Dimon, Principal.

Greensburg.—Enrollment, 72; Commencement, May 19; graduates, males 2, females 8. Wm. P. Shannon, Principal.

Delphi.—Enrollment, 39; Commencement, June 9; graduates, 2 males, 4 females. Principal, Margaret P. Bolles.

Newcastle.—Enrollment, 55; Commencement, June 2; graduates, 2 males, 2 females.

Warsaw.—Enrollment, 104; Commencement, May 26; no graduates this year. Principal, Mrs. C. A. Hoas.

Mishawaka.—Enrollment, 32; Commencement, May 19; no graduates. E. L. Hallack, Principal and Superintendent.

Princeton.—Enrollment, 50, Commencement, June 2. Principal, T. G. Alford.

New Albany.—Enrollment, 206; Commencement, June 2; graduates,

8 males, 25 females, all having finished a four-years' course. The male graduates are 16 per cent. of the original class, and the female graduates 62½ per cent. of the original class. Average age of graduates, 18 years, 6 months. Dr. George P. Weaver, Principal of female high school; E. S. Wellington, Principal of male high school.

Union City.—Enrollment 47; Commencement, May 2; graduates, 3 males, 1 female. Charles W. Paris, Principal.

Noblesville.—Enrollment, 38; Commencement, April 6; graduates, 2 females. Principal, Miss Annis Henry. Only seven months of public schools.

Columbus.—Enrollment, 44; Commencement, May 20; graduates, 2 males, 14 females. Principal, B. L. Sanders.

Greencastle.—Enrollment, 33; no graduates. The Preparatory department of Asbury takes most of the high school pupils.

Laporte.—Enrollment, 103; Commencement, June 28; graduates, 2 males, 2 females. Principal, James R. Goffe.

Bedford.—Enrollment, 46; Commencement, June 3; graduates, 7 females. Mrs. J. H. Madden, Principal.

Wabash.—Enrollment, 53; school closes June 16; no graduates this year. Levi Beers, Principal.

Ossian.—Enrollment, 38; close June 30; no graduates this year. Principal, B. F. Johnson, to remain next year.

Kokomo.—Enrollment, 109; Commencement, May 25; graduates, 3 males, 8 females. Mrs. B. G. Cox, Principal, will remain next year.

Kentland.—Enrollment, 50; Commencement, June 9; graduates, 7 males, 3 females. B. F. Neisz, Principal and Supt.

Indianapolis.—Enrollment, 550; Commencement, June 14; graduates, 12 males, 23 females. J. B. Roberts, Principal.

THE COLLEGES.

Asbury University.—Commencement, June 22; graduates, males 20, females 4; number in College classes, 260; number in Preparatory, 240; total enrolled, 509. Alex. Martin, D. D., President.

Earlham.—Commencement, June 28; graduates, males 4, females, 6; enrollment in College department, 91; enrollment in Preparatory department, 145. Joseph Moore, A. M., President.

N. W. C. University.—Commencement, June 9; graduates, males 5, females 2; College department, 50; Preparatory department, 80. O. A. Burgess, A. M., President.

Wabash.—Commencement, June 14; graduates 26, all males; in College classes, 104; in Preparatory, 120. J. F. Tuttle, D. D., President.

State University.—Commencement, June 14; inauguration of President Moss, June 12; installation address by Gov. T. A. Hendricks; graduates, 25; number in College proper, 182; in Preparatory, 142; in Law, 86; in Medical, 125; total in University, 435.

Spiceland Academy.—Commencement, June 23; Academic department, 101; Preparatory, 411; graduates, 2 males. Timothy Wilson, A. M., Principal.

U. C. College.—Commencement, June 7. T. C. Smith, A. M., Pres't.

Fort Wayne College.—Commencement, June 21; Rev. R. D. Robinson, President.

Franklin College.—Commencement, June 14. W. T. Stott, President.

Purdue University.—Commencement, June 15. The inauguration of the new president, E. E. White, will be an interesting feature of Commencement day.

NORMALS.

S. Goodwin, superintendent of Wells county, will held a normal institute about the third Monday of July, at Bluffton. Well qualified teachers will assist.

The White county normal will open at Burnettsville, July 17, and continue six weeks. Instructors, D. Eckley Hunter, J. H. Edwards, and W. Ireland, county superintendent.

The Corydon normal school will begin a four weeks' session July 24. The county institute will be held the week following the close. J. P. Funk, P. B. Hays, and D. F. Lemmon, county superintendent, are the instructors.

The Shelby normal, conducted by superintendent S. L. Major and W. A. Boles, will begin July 10, and continue six weeks.

C. L. Hottel will open a normal at Clear Spring, Bartholomew county, July 10.

S. K. Bell, superintendent of Jay county, and J. W. Thornburg, principal of Portland schools, will open a six weeks' normal in Portland, July 17.

The summer term of the Tippecanoe county normal will open in Chauncy (a suburb of Lafayette), July 19, and continue six weeks. It will be conducted by A. E. Buckley and county sup't. Caulkins.

A normal will be conducted at Dunlapville by Emmett Porter and Mrs. Anna T. Snyder. A primary model class will serve for practical illustrations in primary methods. It will open July 10.

Temple H. Dunn and R. G. Boone, assisted by Miss H. E. Swope in the primary, and Miss M. J. Willis, a teacher of botany, are conducting a very successful normal school at Clayton. The attendance is about 60.

W. B. Chrisler, county superintendent, and others, will open a normal term in Bedford, beginning July 17. The sixth week will be conducted as the regular county institute.

D. H. Heckathorn, county superintendent, and N. W. Bryant, opened a normal at Jamestown, Boone county, June 5, to close July 7.

A. P. Howe and John Pennington will open a six weeks' normal at Westfield, July 10. Classes will be conducted in some of the higher branches.

T. D. Tharp, superintendent of Grant county, will open a normal institute in Marion, July 17. The institutes in this county have usually been the largest and most successful in the state.

County superintendent, O. M. Todd, assisted by A. W. Clancy and J. R. Woodard, will open the Delaware-county normal at Muncie, July 10. Five per cent. is added to the general average of the certificates of those who attend.

E. McCauly and Jas. A. Lynn will conduct a teachers' normal during the month of August, at Newtown, Fountain county.

J. S. Gamble, with able associates, will hold a normal institute at Connersville, beginning July 24, and continuing five weeks, the last week to be regarded as the regular county institute.

J. C. EAGLE will open a normal institute in Union City, July 11.

B. F. Owens and Phebe Furnas will open a normal at Noblesville some time in July.

R. A. STURGIS, principal of the Lexington schools, will open a normal term of six weeks in Lexington, beginning July 10.

D. W. THOMAS, Macy Good, and John N. Myers, will conduct a normal session of five week, at Wabash, beginning July 17.

THE National Normal, at Lebanon, Ohio, will begin a six weeks' session July 11. Alfred Holbrook, Principal.

W. A. BOLES, in connection with the county superintendent, will open a normal institute at Shelbyville, July 11, to continue six weeks.

THE report of the amount of money contributed by each county for Centennial purposes, is crowded out of the Journal this month for the want of space.

MUNCIE saves \$1,500 per year by adopting the half-day system in the primary grades. For the last two years Muncie has levied 10 cents on the \$100, each year, for the Public Library. This is liberal and wise.

CAMBRIDGE CITY has enclosed and filled its school lot, and planted 100 trees. How future generations will rejoice!

REMEMBER the examination for State Certificates to be held Aug. 23. For further particulars correspond with the State Superintendent at once.

PERSONAL.

JOHN COOPER has been reappointed superintendent of the Richmond schools at a salary of \$2,000. The *Richmond Palladium* says: "The city is to be congratulated upon having secured Prof. Cooper's services for another year. His faithful, intelligent labor in our city schools has been productive of the best results, and under his superintendency the schools have been advanced rapidly and thoroughly. He is emphatically the right man in the right place, and we are glad to see him retained." The Journal heartily indorses the above sentiment.

HIRAM HADLEY, the senior member of the firm of Hadley Bros. & Co., Chicago, has sold out his interest in the book house, and takes the general agency of the Northwest for Scribner, Armstrong & Co. Mr. H., for years, was one of the leading teachers in this state, and he still has a host of friends here.

J. E. MORTON leaves Frankfort on account of short term of school and short pay. Mr. Morton took these schools in a very demoralized condition and leaves them in excellent order. The economy that drives such men out of schools is certainly unwise.

E. E. WHITE, the new President of Purdue University, will be formally inaugurated in the afternoon of June 15. Mr. White has been on the ground only about a month, and has made a most favorable impression on trustees, faculty, students and citizens.

W. F. HOOPER and W. Darst, both now teachers in the Lebanon (O.) National Normal, will open a normal school on the 5th of September, next, at Ladoga, Indiana. As associated principals, they have engaged a competent corps of teachers, and are coming to stay.

THE American members of the Centennial Educational Committee of Judges are Dr. J. W. Hoyt, Wisconsin; Dr. J. M. Gregory, Ill.; Pres. A. D. White, of Cornell University, and D. C. Gilmore, of Baltimore.

CHARLES W. GREENE, who acted as agent for the Indiana Centennial Committee, and who did so much towards raising money, collecting products, and arousing enthusiasm, is spending the summer at Philadelphia.

D. B. VEAZEY, agent for D. Appleton & Co., has changed his headquarters in Indianapolis from 18 West Washington st. to No. 3 Journal Building, where he will be glad to have his friends call upon him.

J. R. TRISLER, notwithstanding the unfavorable circumstances under which he began, has succeeded so well, as superintendent of the Lawrenceburg schools, that he has been re-elected for the coming year.

FLORA KELLER, a member of the graduating class from Terre Haute high school, has been neither absent nor tardy for eleven years. She proposes to teach.

J. W. CALDWELL, superintendent of Seymour school, together with his entire corps of teachers, has been re-elected for the coming year.

W. A. BOLES, who has been superintendent of Shelbyville schools, after a service of several years, sent in his resignation. The people refused to accept it, and re-elected him. He will remain another year.

J. H. MARTIN has been re-elected superintendent of the Franklin schools for next year. The schools have done well under Mr. Martin's supervision.

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J. O. EAGLE is re-elected superintendent of schools at Union City. A printed report of a committee of visitors speaks of Mr. Eagle and his schools in the most complimentary terms.

JAS. M. CARESS, superintendent of Washington county, is reported as doing good work for the country schools in his county. They will be graded the coming year.

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M. A. BARNETT has been re-elected superintendent of Elkhart schools with an increase of salary.

JAS. BURRIER will remain as superintendent of the Ligonier schools next year.

LEE AULT, and all his corps of teachers, will remain at Winchester. A good omen.

DAVID GRAHAM has been re-elected superintendent of the Rushville schools, at his old salary, \$1,600. Served him right.

W. WATKINS, of Dayton, Ohio, is a good institute worker, and will spend some time in this state if called upon.

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tween different parts of the state was wholly interrupted during considerable portions of the year. Illustrative of this fact—At the time of the removal of the capital from Corydon to Indianapolis, in 1825, a distance of only 125 miles, it required ten days to perform the journey. To illustrate still more aptly the condition of the roads at that early period, a citizen of Ohio, having traversed the state about that time, was asked, on his return home, about his travels, and whether he had been pretty much through the state. He replied that he could not tell with certainty, but he thought he had been pretty nearly “*through*” in some places.

The introduction of railroads has swept away these inconveniences of travel. Thirty-five years ago there was not a railroad in the State of Indiana. Now, nearly every county seat can be reached from the state capital the same day before sundown.

The wonderful rapidity with which all this has been accomplished only indicates the character of the people, and may be taken as a fair type of the activity and energy which characterizes every branch of industry. Our people bear the impress of their country. Rapid development and a corresponding largeness is characteristic of the West. It has been said that the western man measures distances by miles, not feet; counts his money by dollars; and when he buys a dress for his wife, gets a few yards extra—that his soul gets outside of the body, and partakes of the vastness of the rivers and prairies about him. In this sense, Indiana is western, and her schools are like herself.

The inhabitants of Indiana, at the present day, surrounded with all the blessings of civilization, cannot realize the privations and sufferings endured by those who, with stout hearts and strong arms, entered the wilderness, drove out the wild animals, broke the forests, plowed the soil, planted the first grain, and laid the foundation deep and broad for her present prosperity and greatness.

The first settlers of Indiana were subjected to hardships, privations, toils, to which the present inhabitants are entire strangers. They were inhabitants of the wilderness, *indeed*; their cabins were built of unhewn logs, covered with clapboards, with sticks and clay chimneys, with puncheon floors, and no windows. *Recesses, two*—1. There was no such thing as obtaining window sash

or window glass. 2. A window left an opening through which wild animals or Indians could enter.

Candles and lamps were out of the question. Substitutes for candles were prepared by taking a wooden rod ten or twelve inches long, wrapping a strip of cotton around it, then covering it with tallow pressed on with the hand. Lamps were prepared by scooping out the inside of a turnip, placing a stick three inches long, wrapped with cotton, in the center, and pouring melted lard into the bowl thus formed.

Whatever may have been true as to the exaggerated caricature of the indigenous Hoosier of yesterday (Jack Means, Squire Hawkus, or Jeems Phillips), the true Indianian of to-day casts out pettiness and meanness wherever he goes, and presents to the whole world beside a freer and larger life.

Our people are not conservative, they are generous and impulsive. But a few years ago we were as deep in the mire, educationally, as we once were literally; we had neither schools nor school houses, and what was worse, the early settlers of Indiana were as much opposed to education from principle as a heathen Chinese. In composition, Indiana at first, from its peculiar situation, was more of a "wash-day dinner" settlement than any other one of the western states. The scraps from Kentucky, Virginia, Maryland, North Carolina, South Carolina, Ohio, Pennsylvania, New York and New England, made up this new western state, and the peculiar views of every class were indelibly stamped upon the ground they trod, so that to day the petrified footprints of each are visible in every county, outlining the advancement of free schools in almost every school district. But while the common school system was hindered in the East by caste and sectarianism, and in the South nearly banished by the long prevalence of slavery, in all that western country once known as the Indiana Territory, by a spontaneous movement of the people, popular education has overcome all prejudice, so that all the children are cared for and all the people are partakers of the public school enthusiasm.

An Irish stew, well prepared, makes a savory dish; so, out of the discordant elements at first, Indiana has worked up a school system which embodies all the strong points with few of the weak ones of the older states, and as the interchange of the material products of the East and the far West cannot be effected except

as the lines of commerce pass over her soil, so in the near future the pedagogical pendulum of this great nation will strike its meridian line at the upper center of the Mississippi valley.

But to reach our present height of educational as well as material progress, as a state we have had almost insurmountable difficulties to overcome. This has given us a history. While Indiana was yet a territory, a large proportion of her sparsely settled inhabitants had embraced the erroneous doctrine of all Europe, excepting Prussia and Little Saxony, that education was not for the masses of the people, that good men were more desirable than educated men, and that education has a tendency to unfit mankind for labor. This was shown in the intense bitterness with which some counties opposed the first rude efforts to establish schools.

When the people were first called upon to vote for free schools, so violent was the opposition that in some counties the citizens went to the polls with guns on their shoulders to intimidate the few who were in favor of free schools.

One member of the Legislature, in 1837, closed his opposition speech in these words: "When I die I want my epitaph written, 'Here lies an enemy to free schools.'"

The cause of education in Indiana has bitterly contested every inch of advance ground it has ever been able to occupy. Only twenty-five years ago there was strange opposition to free schools viewed in the light of to-day.

In 1874, when voting upon the abstract question of free schools in Putnam county, out of fourteen candidates for office, one was in favor of free schools; 3,500 votes were cast against, 650 for free schools. It is said that one Judge Allen, in canvassing the county, made his regular speech in these words: "My name is Allen, I am a candidate for Judge, I am opposed to free schools," and sat down. He was elected.

In Knox county, twenty-five years ago, a school meeting voted that they would have neither geography nor grammar taught. The reason assigned was that only one family in the district wanted to study these branches, and they were "stuck up," anyhow.

In an adjoining county a young lady, whose parents wished her to study arithmetic, hid her slate on the way to school, lest

the other pupils should laugh at her. It was not fashionable for *girls* to study arithmetic.

Most of this relentless opposition (strange to say) was from the poor.

A man in Knox county, with only fourteen children to educate, voted against the school law in 1852. He said he was able to educate his own children, and yet they went to school bare-foot through the snow, the teacher teaching them gratuitously.

Indiana was organized as a territory seventy-nine years ago, and as a state sixty years ago. To develop the material resources of this, then, vast wilderness, so as to make it at all habitable, required fifty years of toil, almost incessant. But the framers of the state constitution, adopted in 1816, intended to erect a spiritual Indiana as well as a material one. The second section of the ninth article of that instrument declares that "it shall be the duty of the general assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools to a State University, wherein tuition shall be gratis, and equally open to all."

Even prior to the adoption of the first constitution, in the course of the territorial existence of Indiana, the subject of schools for the instruction of youth was often pressed upon the attention of the people by the friends of popular education.

In 1807, the general assembly of territory passed an act to incorporate "the Vincennes University, for the instruction of youth in the Latin, Greek, French, and English languages, mathematics, natural philosophy, ancient and modern history, moral philosophy, logic, rhetoric, and the law of nature and nations." In the preamble to this act it was declared that "the independence, happiness, and energy of every republic depended (under the influences of the destinies of heaven) upon the wisdom, virtue, talents, and energy of its citizens and rulers," and that learning had ever been found the ablest advocate of genuine liberty, the ablest supporter of national religion, and the source of the only solid and imperishable glory which nations can acquire; and had it not been for the antagonistic theories brought from Europe to America, which, for a long period, found ready adherents and faithful representatives in Indiana, who were opposed to the dissemination of useful knowledge among the masses

of mankind, which sentiment had found expression in the words of one of the English governors of the colony of Virginia, who said: "I thank God there are no free schools nor printing; for learning has brought disobedience and herey, and sects into the world, and printing has divulged them"—but for the persistence of this Virginia sentiment, operating upon and directing the Kentucky, North Carolina, South Carolina, and other kindred elements, during the formative period of a great state, the "Hoosier Schoolmaster" had never been written.

But ignorance did seem, for a time, to perpetuate itself. In 1840, our adult population who were unable to read and write numbered 38,100. Ten years later this deplorable number had increased to 75,017. In 1840, Indiana was classified as the 16th state in the scale of education, but in 1850 we got down to the 23d in rank—actually lower than all the slave states save three. But *then*, as a state, we had touched bottom. Indiana has been rising ever since. To-day her head is above water. Her city schools and her town schools are equal to the best in America. The Hoosier State has already taken her place in the front rank. Still there are some sleepy-hollow localities where Rip-Van-Winkle pedagogues slumber in profound unconsciousness of the reign of new ideas that has come over all the world beside. And there are some Rip-Van-Winkle teachers not in "sleepy-hollow" localities, whom nothing short of "Centennial Thunder" will awaken. Let them come forth to-day, for our eyes are already set toward the future. We are looking ahead and we can see. As the headlight of the locomotive enables the keen-eyed engineer to see the distant track before him, so with the accumulated educational light of the past we may see before us an educational future. Let us concentrate the scattered and glimmering rays of the past and trim our head-light.

When the successful termination of the Revolutionary War gave to a free people the control of a great nation, the fact that the safety and welfare of the nation depended on the general intelligence and virtue of the people, was so evident that nearly all of the several states of the Union began to provide means for the encouragement and support of popular education, and the general government adopted the policy of making munificent donations of public lands for the support of common schools.

In this policy of the general government we find the corner stone of the Indiana state system of free public schools.

On the 20th of May, 1785, Congress passed an ordinance in relation to the mode of disposing of the public lands in the territory of the United States northwest of the Ohio river.

This territory, at that time, embraced within its boundaries all the lands which are now included within the limits of Ohio, Indiana, Illinois, Michigan, and Wisconsin, together with the part of Minnesota which lies on the left bank of the Mississippi.

The ordinance of May 20, 1785, declared that one square mile of land, or section No. 16 in every township, should be reserved for the maintenance of public schools.

The third article of compact in the ordinance of Congress of July 13, 1787, declared that "religion, morality, and knowledge being necessary to the good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

By these national acts a great principle was asserted and established, and the thirty-sixth part of all lands, within the immense northwestern territory, was devoted to the maintenance of common schools for the education of the people.

For nearly half a century after this "corner-stone" was delivered to the builders of spiritual Indiana, the founding of any effective school system was rendered impracticable by the presence of obstacles which could neither be overcome nor removed. Among these obstacles was the want of funds to build school houses and pay teachers. The lands donated could not be sold for money.

The sparseness of the population in school districts, and the general condition of the pioneer settlers was such as to require, for the greater part of each year, the assistance of the younger members of the family in the work of clearing away forest, opening the farms, and planting, cultivating, and gathering the crops. They attempted little more than to provide for the improvement and future sale of the lands donated by Congress. This they did well.

By an act of the general assembly of December 14, 1816, provision was made for the appointment of superintendents of school sections in the several townships. These superintendents were

authorized to lease school lands, for any term not exceeding seven years.

Every lessee of such lands was required to set out, each year, twenty-five apple trees and twenty-five peach trees, until one hundred of each had been planted. Between the years 1816 and 1820, several laws were passed for the incorporation of academies, seminaries, and literary associations.

By a joint resolution of the general assembly of January 9, 1821, John Badollet and David Hart, of Knox county, William W. Martin, of Washington county, Jas. Welsh, of Switzerland county, Daniel S. Caswell, of Franklin county, Thos. C. Searle, of Jefferson county, and John Todd, of Clark county, were appointed a committee to draft and report to the next legislature of Indiana a bill providing for a general system of education; and they were instructed to guard, particularly against "any distinction between the rich and the poor." The labors of the committee thus appointed, after having passed under the revision of Judge Benjamin Parke and the general assembly, were incorporated in the first general school law of Indiana, which appears in the revised statutes of 1824, under the title of "an act to incorporate congressional townships and provide for public schools therein."

This law provided that the inhabitants of each congressional township meet at the section reserved by Congress for the use of public schools, or at some place convenient thereto, to elect three persons of their township as trustees—who were vested with the general control of school lands—with power to divide their respective congressional townships into geographical school districts, appoint sub-trustees for the same, and to manage the school lands and schools generally. This law provided for building school houses in these words: "Every able-bodied male person of the age of twenty-one years and upwards, residing within the bounds of such school district, shall be liable to work one day in each week, until such building may be completed, or pay the sum of thirty-seven and one-half cents for every day he may so fail to work." The same act described a school house in these words: "In all cases such school house shall be eight feet between the floors, and at least one foot from the surface of the ground to the first floor, and finished in a manner calculated to render comfort-

able the teacher and pupils," etc. The *comfortable* school house here referred to will be described further on.

The trustees examined teachers with respect to teach reading, writing, and arithmetic. Occasionally schools were established continuing two or three weeks. They were not free, but sustained by rate bills.

At almost every session of the legislature, until the adoption of the new constitution in 1851, either special or general laws have been passed on the subject of common schools, or in reference to the incorporation of seminaries, academies, colleges, universities, or libraries. A very long list of important and complex questions, having reference to school laws, school lands, school funds, etc., have been raised and brought before the courts to be decided. Yet there were no free schools.

A vast amount of labor has been performed by private citizens, by legislative committees, by state conventions, by county meetings, by meetings in townships and school districts, to establish and maintain a permanent system of state schools, entirely free and equally open to all; still, for a period of thirty-six years after the adoption of the first state constitution, school officers could do little more than to encourage schools. They possessed neither means nor authority to build school houses or to establish schools. They could not levy a tax to build school houses, except by special permission of the district, and even then the amount of the money appropriation was limited by the legislature of 1834 to fifty dollars for each school house.

Teachers were poorly qualified and there was no means at hand for their improvement. But the pioneer settlers of this great state were not destitute of far-seeing and noble-hearted individuals who were constrained to labor for the far-distant future, and who were willing to wait the results.

They planned wiser than they knew, in providing for an accumulative common school fund, which is now larger than that possessed by any other state in the Union, by more than two million dollars.

The immense school fund, now approximating nine million dollars, and which is the solid rock in the center of the foundation of our present school system, has accumulated from the following sources:

1. The Congressional Township fund;

2. The Bank tax fund;
3. The Sinking fund;
4. The Surplus Revenue fund;
5. The Saline fund;
6. The Swamp Land fund;
7. The Seminary fund;
8. The Contingent fund.

The source of the Congressional Township fund has already been mentioned.

By the 15th section of the charter of the State Bank of Indiana it was provided, in the year 1834, that "there shall be deducted from the dividend and retained in bank each year the sum of twelve and one half cents on each share of stocks, other than that held by the state, which shall constitute part of the permanent fund to be devoted to purposes of common school education under the direction of the general assembly, and shall be suffered to remain in bank and accumulate until such appropriation by the general assembly.

This is known as the bank tax fund, and it has yielded to the school fund \$80,000, which is now bearing interest in favor of education.

The same act of 1834, establishing the State Bank of Indiana, provided that the state should borrow, for twenty years or more, at a rate of interest not exceeding five per cent., \$1,300,000. Of this sum \$800,000 was appropriated to the payment of the stock in the bank, being one-half of the whole capital of the bank. The remaining \$500,000 was designed to be loaned to individuals at six per cent. per annum for a long term of years, to assist them in paying their portion of the stock in bank.

The same act provided that the semi-annual payments of interest on this loan to individuals, the funds which should eventually be received in payment of their loans, the dividends declared and paid by the bank on the state stock, together with any part of the state loan not required for paying the state stock in bank, should constitute a sinking fund, reserved and set apart, principal and interest, for the purpose of paying off the loan negotiated on the part of the state, and the interest thereon. The residue of the fund, after the payment of the loan, interest, and expenses, was ordered to form a permanent fund appropriated to the cause of common school education.

This provision has yielded to the common school fund about five and a half million dollars, and is known as the Sinking Fund.

Under the administration of President Jackson, the national debt contracted by the revolutionary war and the purchase of Louisiana, was entirely discharged, and a surplus remained in the treasury. Congress, in June 1836, distributed this money among the states in the ratio of their representation in Congress. Eight hundred and sixty thousand, two hundred and fifty-four dollars was Indiana's share. The legislature by an act approved February 6, 1837, set apart five hundred and seventy-three thousand, five hundred and two dollars and ninety-six cents as a permanent part of the school fund, and designated, Surplus Revenue Fund.

Section 2, of article 8, of our State Constitution, provides that "all lands which have been, or may hereafter be, granted to the state, when no special purpose is expressed in the grant, and the proceeds of sales thereof, including the proceeds of the sales of the swamp lands granted to the State of Indiana by the act of Congress of the 28th of September, 1850, after deducting the expenses of selecting and draining the same," shall be a part of the common school fund. No purpose was expressed in the grant. The state was at liberty to dispose of them for any purpose she might see proper, after complying with the conditions of the grant. She ordered that these lands be sold, expenses paid out of the proceeds, and the remainder converted into common school fund—Swamp Land Fund.

By an act of Congress passed in 1816, it was provided that all salt springs within the Indiana territory, and the land reserved for the use of the same, not exceeding in the whole thirty-six entire sections, should be granted to the state for the use of the people, under such conditions, terms, and regulations as the legislature should direct. In 1832, Congress authorized the legislature to sell the lands and appropriate the proceeds to the support of the common schools. Called Saline Fund. This provision has yielded to the common school fund \$85,000.

In 1852, the legislature ordered the sale of all county seminaries and property, real and personal, belonging thereto, and that the net proceeds of the sales should be placed to the credit of the common school fund.

CONTINGENT FUNDS.

Under this head may be classed all funds arising from the provisions of the legislature concerning fines, forfeitures, escheats, etc. The yield from this source cannot be definitely stated.

The several sources above enumerated have yielded up to this date, about nine millions of dollars, which "may be increased, but never shall be diminished; and the increase thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever."

It was not until after the adoption of the new Constitution, in 1851, that any positive legislation was obtained looking toward the establishing of common schools entirely free and their exclusive management by the state.

Previous to that time the school officers were dependent upon the uncertain popular vote of a district, township, town, or city, for instructions concerning the sale or lease of school lands, the loaning of money, the building of school houses and the employment of teachers, all of which had a tendency to render the establishment of free schools precarious and unsteady. The people depended upon private schools, academies, and seminaries.

In 1837, the General Assembly provided for the election of a county school commissioner, whose chief duties were to lease or sell school lands and invest the proceeds, but always as the people directed by popular vote.

In 1843, provision was made for a State Superintendent of Public Instruction, and his duties were fully prescribed; but a subsequent section of the same act declared that the duties of this officer should be performed by the Treasurer of the State.

In 1851, the constitutional provision for the establishment of "a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all," was accepted by a majority vote of more than eighty thousand.

The statutory form and expression given to the new constitution, entitled an act to provide for a general and more uniform system of common schools and school libraries, approved June 14, 1852, was the first law which made it *possible* to build up a system of state schools worthy the name, and really the first step toward putting in execution the constitutional provision proclaimed thirty-six years previous.

The school law of 1852 was exceedingly liberal in many respects, and embodied in its provisions fundamental and efficient principles and practical excellencies unsurpassed by the legislative wisdom of any other sister state.

This law asserted the fundamental principles that the property of the state should educate the children of the state, and that "all common schools shall be open to the pupils thereof without charge."

The first section provided for levying and collecting a property tax of ten cents on each one hundred dollars.

The second section provided for the consolidation and general management by the state of all school funds heretofore mentioned.

This law abolished the congressional township system, and declared each civil township for school purposes, and the trustees thereof, trustees for school purposes, and gave them full charge of the educational affairs of the township. They were empowered to build school houses, establish graded schools, employ teachers, etc., as circumstances seemed to require.

It provided for a better investment of the common school fund and made the several counties responsible for the preservation of the same, and the payment of annual interest thereon.

It provided for the election of a State superintendent of Public Instruction, fixing the term of office at two years, and his salary at \$500 per annum.

It provided for the organization of a State Board of Education in the following words:

"The State Board of Education shall consist of the State Superintendent of Public Instruction, the Governor, the Secretary, Treasurer, and Auditor of State, who shall meet annually at Indianapolis on the second Monday of November, for the purpose of more effectually promoting the interests of education by mutual conference, interchange of views and experience of the practical operation of the system, the introduction of uniform school books, the adoption of the most eligible means of facilitating the establishment of township school libraries, and the discussion and determination of such questions as may arise in the practical administration of the school system."

It provided for the purchase of township school libraries, under the direction of the State Board of Education, levying for

that purpose a property tax of "one quarter of one mill on each dollar," and a poll tax of twenty-five cents.

Section 32, declared incorporated cities and towns to be school corporations, independent of the townships in which they may be situated, entitled to the proportional amount of school funds, and authorized to appoint independent trustees, with power to establish graded schools and power to levy taxes, by an ordinance for their support after the public funds shall have been exhausted, and to build school houses, etc.

Section 130, reads as follows: "The voters of any township shall have power, at any general or special meeting, to vote a tax for the purpose of building or repairing school houses, and purchasing sites therefor, providing fuel, furniture, maps, apparatus, libraries or increase thereof, or to discharge debts incurred therefor, and for continuing their schools after the public funds have been expended, to any amount not exceeding, annually, fifty cents on each one hundred dollars of property, and fifty cents on each poll.

These two sections, exceedingly broad and liberal in spirit, as were the views of the legislators who made them, at once charged the whole educational machinery of the state with a new life.

School houses, large and commodious, were erected in the larger cities. Graded schools were established in rapid succession. Everywhere hope, enterprise, activity, the true spirit of educational progress and enthusiasm, prevailed; but, in a very few years, the state's rapid progress in building up a system of free common schools was checked by contention concerning the constitutionality of these very sections, and in the case of Greencastle township, in Putnam county, and Kercheval, county treasurer, *vs.* Black, the court held that section 13, quoted above, was repugnant to the Constitution in that it provided for taxation which was not "general and uniform." This decision has never been overruled.

Section 13, which gave similar power to incorporated towns and cities, was for the like reason overruled by the court in the case of the City of Lafayette *vs.* William M. Jenners.

The effect of these decisions of the court was to render inoperative all efforts to sustain graded schools, of which many had just gone into successful operation in the larger towns and cities,

and which were realizing the best hopes of their founders before this sirocco of legal acumen had reached them.

These schools were too young to withstand the withering blight of legal obstacles, calling in question the legality of the very basis of their usefulness.

They were discontinued for a time, but the recuperative power and energy of determined teachers and friends of education was such that, by the celerity of their movements before a retreat was ordered, they had removed the disturbing elements of a constitutional character, restored public confidence, and a second great step was taken in the march of educational improvement.

A State Teachers' Association was organized for the determined purpose of discussing the great fundamental principles of an educational system and the appropriate instrumentalities to be employed. The results of the discussions and deliberations of this body, in the varied forms of memorials, petitions, resolutions, and advisory committees, have not only found their way to the legislative halls, but have *there* so influenced and guided subsequent legislation that, for practical wisdom, the present Indiana school system has no superior among the states.

At the second meeting of the Association an educational periodical was established, called the "Indiana School Journal," which has been in successful operation for a period of twenty years, ranking among the best educational periodicals of the country, but especially useful as the organ of the progressive educational sentiment of the state, always advocating the fittest legislation for common schools, and persistent in pressing lawmakers to a sense of duty whenever active measures were required. The Journal is also the official organ concerning school matters.

In 1865, the General Assembly passed a law to encourage Teachers' Institutes, and appropriated the sum of fifty dollars annually, in each county, for the support of the same.

This provision gave a new impulse to the cause of education which permeated the entire system of state schools, infusing activity and energy and ennobling aspirations through all its course.

The County Teachers' Institute, in Indiana, has proved to be the engine of power by which the teachers, the common schools, and the state, as a whole, has been elevated from literary darkness to the clear sunlight of midday. No other one instrumentality

has done so much to elevate the standard of teaching, to popularize the public schools, to establish among the masses a healthy educational sentiment, and to create a thirst for knowledge, as the County Teachers' Institute.

It has already been stated that the teachers of the state have inaugurated the most important measures pertaining to substantial progress in school legislation.

In 1855, the State Teachers' Association appointed a committee to memorialize the legislature with reference to the establishment of normal schools. This was followed by repeated discussions, resolutions, and the appointment of conference committees at almost every annual session of the Association for ten consecutive years without apparent fruit. The several and successive State Superintendents of Public Instruction, for an equal number of years, presented, in their annual reports, elaborate and exhaustive arguments and statistics, urging upon the General Assembly the necessity of making some provision for the better education of teachers. By the gratuitous labors and the most persistent efforts of individual teachers, a State Normal Institute was organized in 1865, which continued in successful operation for a period of four weeks. Other State Normal Institutes were afterwards held, which did much to stimulate the public sentiment, then being formed in favor of normal schools.

On the 20th day of December, 1865, the General Assembly finally consented to put in statutory form the progressive sentiment thus created.

The act to create a State Normal School provided for its location in these words, viz: "Sec. 6. Said Board shall locate said school at such place as shall obligate itself for the largest donation: *Provided, first*, that said donation shall not be less, in cash value, than fifty thousand dollars. *Second*, that such place shall possess reasonable facilities for the success of said school."

But one city in the state made any effort to comply with the first part of this provision. It is not necessary here to detail the individual sacrifices which were demanded and which were freely made, to induce the beautiful Prairie City to step forward with \$50,000 in cash, and \$25,000 real estate, first, to save from oblivion this crowning act of the Indiana Legislature, and second, to put itself on record as an educational city of no mean import-

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ance. *Be it remembered*, there was no competition, the more the credit to the Prairie City.

The succeeding legislature was asked for an appropriation of funds to complete the building already commenced. But there was still lingering so much legislative opposition that the first bill utterly failed, and but for the happy second thought that a township library fund of \$50,000, already assessed and collected, and in the hands of the State Treasurer, might, without great detriment to public education, be diverted from its intended purpose and applied toward the further construction of the normal school building, the trustees could not have gone forward with the work. In 1868, an additional appropriation of \$79,000 was made, which enabled the Trustees to put the contemplated school in successful operation just five years ago, and after fifteen years of agitation.

The State University, at Bloomington, organized in 1834, has nominally stood at the head of our public school system from the beginning, but has never been thoroughly identified with it until within the last ten years. Purdue University also belongs to the common school system.

Of the more recent legislation which has proved beneficial to the schools, may be mentioned the increase of the property tax in 1865; from ten to sixteen cents on the hundred dollars. The local tax provisions and special tax provisions of '65 and '67. The provision for educating the colored children of the state. The law of '69, empowering trustees to issue bonds for building purposes, and the county superintendency law of 1873—not '75. With this you are all familiar. The act of '73, providing for township institutes, is a wise provision. I give it in full. Some teachers are not aware of its existence:

"At least one Saturday in each month during which the public schools may be in progress, shall be devoted to township institutes, or model schools for the improvement of teachers, and two Saturdays may be appropriated, at the discretion of the township trustee of any township; such institute shall be presided over by a teacher, or other person designated by the trustee of the township. The township trustee shall specify, in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness."

If our observations be well taken, this provision is doing much for the improvement of the country schools. But let us step aside for a moment to look at the actual condition of our city schools at this period, less than twenty years ago, and if, in making the comparison, we find the schools of to-day better than they were, the teachers of the state should have the credit, for they have made them what they are.

The City of Terre Haute, less than twenty years ago, sustained private schools for the rich, and pauper schools for the poor. The same might be said of other cities. Viewed educationally, her outlook was dismal indeed. Eighteen years ago a prominent educator of the state wrote educational miscellany for the School Journal as follows: "Terre Haute, among the largest cities in the state, presents the least hopeful prospects in regard to public education." "The short-sighted policy which has marked the course of this city in regard to schools, does and will continue to affect unfavorably her prosperity." "At this day a city of eight or ten thousand inhabitants, without public spirit enough to support free schools, has little prospect of growth or pecuniary prosperity." Look at the figures now. Terre Haute paid last year, for tuition, \$36,435.42; special fund, 30,127.01; total, \$66,562.43.

Not less gloomy is the pen picture of Indianapolis, written for the School Journal in 1860, only sixteen years ago. It reads thus: "The city free schools of Indianapolis will again open on the 6th of February and continue in session six months." "They have not been in operation since the law of 1855 was pronounced unconstitutional, but the jail of that city has since been full of boys." Last year Indianapolis expended for tuition proper, \$122,953.86; special fund, \$131,383.88; total \$254,337.74.

In the School Journal for 1856, these deplorable words may be found: "Ladies teaching for one dollar per week and boarding around, can hardly be expected to do more than keep themselves in good shoes and respectable sun-bonnets." (Think of *sun-bonnets*, teachers!) "They have no dollar to pay for our Journal, nor any other Journal." (Plea for ladies.)

This paragraph appears in the Journal for 1858:

"*Relief for Teachers.*—Friend Hinkle, of Richmond, writes us that he has been examining the Constitution of the State and finds one clause which comes to the relief of teachers and friends

of education, namely: Sec. 36, Art. I. 'Emigration from the State shall not be prohibited.'"

Mr. Hinkle availed himself of this provision, and, what is remarkable, *the State survived.*

The venerable school trustee, and now respected city superintendent, Dr. John S. Irwin, in his address to the citizens of Fort Wayne, in 1867, said: "The adoption of the Constitution found Fort Wayne without school houses, or any appliances whatever for carrying out the intentions of the organic law." The school authorities found themselves in the possession of two small rooms, rented for the use of the schools, offering but meagre space and less accommodation; with a tuition fund barely sufficient for the payment of two teachers, and without a dollar for the erection of buildings, or the purchase of necessary supplies.

"In 1853, in answer to a petition of certain prominent citizens, the trustees ordered a vote to determine upon the assessment of a tax to meet this want, which vote resulted in the defeat of the measure." Two years later the trustees purchased a site and took immediate steps to erect a building, but for want of confidence in the probable success of the enterprise on the part of mechanics, no bids were received—the trustees were forced to proceed with the work themselves, letting it in portions, as they found opportunity.

The tuition fund of the city of Ft. Wayne in 1853, was \$987. Special fund, *nothing*. Now, the former amounts to \$34,976.67, the latter to \$32,759.04.

The remarkable development and rapid growth of the public schools in these three cities is not more than an average, and illustrates the chaotic condition of our free school system less than twenty years ago.

Twenty years ago the average monthly wages in the state, for female teachers, was \$15.62; now \$46; increase 2.94 per cent. For male teachers, \$23.01; now, 52; increase 2.26 per cent.

Twenty years ago the amount of school revenue reported by the superintendent was \$345,000. It is now reported, including special revenue, at \$4,797,127.45, an increase of 1,394 per cent.

In 1854, the number of female teachers employed was 666. In 1874, the number was 5,292; increase, 790 per cent. Male teachers, 1854, 2,432; in 1874, 7,363; increase, 300 per cent.

The number of school children enumerated in 1854 was 445,761. In 1874 the number was 654,797. This shows an increase of only 46 per cent. in twenty years. The average length of schools, reported in months, in 1855, was 2.54; in 1875, 5.65; increase, 222 per cent. But we have no time to continue these interesting and instructive comparisons.

We come now to consider the real source and positive beginning of our growth—*subjectively*. For while we have a *material* growth worthy to be chronicled, we have an intellectual and professional growth not less remarkable.

The grading of schools was the first step toward the development of our system of schools as well as of the science of education. Before the graded school system was organized, a single teacher was frequently obliged to give instruction to one hundred scholars, ranging in age from four years to twenty-one years, and scattered along the whole course of education from the alphabet to astronomy and the ancient languages. Such a school afforded no possible opportunity for bestowing thought upon *method*, nor for reducing to system any of the legitimate products of experience in teaching.

The first period in the history of Indiana public schools might, with propriety, be designated the *District School* period, closing in the year 1852; and the second, the *Graded School* period, beginning in the year 1852. During the former, many curious things transpired. The people were managing their own schools. They voted on everything. They voted whether they would have a school or not. They voted the teacher in and voted him out. They voted what branches should be taught. Frequently they voted out geography and grammar, and voted it unpopular for girls to study arithmetic. One thing, they did believe in keeping order. They indorsed Squire Peternot's advice to his nephew, Byron Dinks, given on the first Monday morning when young Dinks began to "keep school." You remember Peternot said to Dinks, "Your edecation is good enough, but edecation a'int everything. T'aint so much matter how or what ye teach, as how ye *govern*. Mustn't let the scholars run over ye, whatever else ye do. You must *punish*, and let 'em know ye aint afraid to punish. That's my first and last piece of advice to ye." And how our Dinks followed his uncle's advice from the start, many of us remember. Before noon of the first day Samuel Narmore

was sentenced to "hold down a nail in the floor," for there was danger of its coming out.

The "all study"—"nor looking off from books," so familiar to the ears of the school children twenty years ago, would sound strangely from the lips of a teacher to-day; or the sentence to Jack, "you may go and set on nothing against the door." "Primer class take their places. *Toe the mark* (a long crack in the puncheon floor). Remember the turkey quill (split quill to straddle the nose). There! now go and set on the stove hearth until you can remember that the letter which looks like a snake climbing a pole is R." All this is familiar school dialect to any one who attended school twenty years ago, almost anywhere in this state. I am reminded of the school I attended thirty-four years ago. The school house *cost nothing*, as I remember it was a small log structure, nearly the whole of one end cut out for a fire-place and chimney. Seats made of split logs, so high that the smaller children, when seated, could make no noise on the floor with their feet—could not reach it—would swing them with as much precision as a regiment of soldiers keep step on parade, or in the field drill. The rules of the school I remember well. The scholars were to be at school as early as possible in the morning. They were kept till sundown (in summer), upon the principle that a school teacher should work *all day*, like a man hired to work in the field. No recess or intermission was given, but one "play spell" of an hour at noon. The scholars were not arranged in classes, but each one recited by himself in the order of arrival at the school house in the morning. The one who arrived first recited first, and so on. In this way the teacher kept himself continually employed. The New Testament was a common school-book. Those studying arithmetic were allowed to pursue their studies out of doors. In the winter season they would build a large fire to keep themselves warm. We were not taught to read; we had to spell. We were not taught arithmetic; we had to cipher—do sums. We did them all by *rule*—single rule of three and double position, and if we failed by the latter, the master *doubled our position* and *applied* the former. We were not troubled with geography; "geography was a *mere song*." We had grammar (the preface) and writing. Master made pens and set copies—we *wrote*. But "spelling was the cornerstone, the grand underlying subterfuge of a good eddication,"

during the entire reign of the *Deestric Schoolmaster*. In matters of *discipline*, such occurrences as the "vigorous and remarkable proceedings of Nicholas Nickleby, when he desired to vary the monotony of Dotheboys Hall," were not unusual at this period.

But there is another picture. The *grading* of schools led to the study of system and method on the part of the teacher. Schools were organized; they began to grow; teachers began to study and to teach. "How ye govern" is no longer the principal thing. Go into any one of two hundred or more cities and towns of the state to-day; visit the schools assembled in their large and elaborately finished school houses, furnished with modern "high-toned" furniture; notice the quiet discipline that prevails; the unobtrusive but effective study of the hour: the coherent recitations of industrious pupils, and the general air of decency, order and neatness everywhere visible. Compare all this with the scenes we have just described, and you begin to realize that the public schools of Indiana already have a history. I do not believe, all things considered, there are better schools on this continent than in the Hoosier State.

The age is one of marked educational enterprise. Never before has so much attention been given to schools. All things are being moved to bring up educational matters to the highest pitch of efficiency. There is a general agitation of the public mind, to-day, upon the various topics and questions pertaining to educational interests. There is a determination, on all hands, to achieve the very best thing that can be done in this way. We are in the midst of a generous *rivalry*, such as the world has never seen in education before. And though the Hoosier State may have been slow in getting underway in this role, and has unquestionably been left in the rear by more active sister states, she is not going to *stay very far behind*. But, we repeat, what has been done toward advancing the cause of education in this state, as elsewhere, has been done by the teachers, and if we ever take and hold our place in the front rank as a state, educationally, the teachers must be depended upon to move the advancing column.

Fellow teachers, let us take courage and gather up the loins of our minds for the work before us. Let us stand by our colors, and by patient, persistent, but determined effort, "*keep at it*," until the last vestige of darkness disappears.

HISTORY OF THE INDIANA STATE TEACHERS'
ASSOCIATION. *

W

D. ECKLEY HUNTER.

THE FIRST TEACHER IN INDIANA.—By the Revolution of 1789, many most excellent citizens of France were driven into exile. Among them was Rivet, polite, well educated, and liberal minded, who, wending his way to the Wabash, opened at Vincennes the first school ever taught within the limits of our state. This was about eighty years ago. His was the first school and he first, and, at that time, the only teacher. We do not doubt that he was thoroughly "organized," hence we claim this as the first *organization* of the educational forces of the Commonwealth.

FIRST CONVENTION OF TEACHERS—Forty years later, in 1836, probably the last week in December, there was held, at Indianapolis, a convention of the leading teachers and friends of education. The Legislature was in session at the time, and the meetings of the convention were all held in the evening, and were attended by the state officers and many members of the Legislature. Moses H. Wilder was the moving spirit. Gov. Noah Noble presided, and Gen. Ebenezer Dumont was secretary.

Dr. Andrew Wylie, President of the State College, at Bloomington, delivered the opening address, which was published in pamphlet form. Extemporaneous discussion followed, in which Senator John Dumont, of Switzerland, R. W. Thompson, of Lawrence, and others, participated. On the second evening, the address was on the subject of "Academic and Preparatory Training," and was delivered by James G. May," principal of the Decatur County Seminary, the same who, eighteen years afterwards, assisted in organizing this body. We are sorry he is not present to-night to rejoice with us in what has been accomplished for the cause of education. We hope his work is not yet completed, but we do feel like saying, after forty years of service, "Well done thou good and faithful servant." I have not been

*An Address delivered before the Indiana State Teachers' Association at its 21st anniversary, Dec. 29, 1875.

able to find an account of any subsequent meeting of the convention here referred to.

1846.—In October, 1846, Vol., I. No. 1., of the Common School Advocate was issued. Number two never appeared, but from number one we learn that Wayne county had the only educational society in the state. In April, 1847, another convention was held. The chief participants in it were Calvin Fletcher, Bishop Ames, Geo. M. Beswick, Rev. Dr. Scoville, and George A. Chase. About 150 delegates attended it.

NORTHERN INDIANA TEACHERS' INSTITUTE.—Two and a half years later, in October, 1849, there was a meeting of 125 teachers at Mishawaka, in St. Joseph county. This seems to have been an institute under the superintendence of Prof. Sweet, of New York. David Witter held a session at Laporte, in the spring of 1850, and Silas T. Bowen, of the State Normal School, New York, held another at the same place the following autumn. In April, 1851, a permanent organization was effected under the name of "The Northern Indiana Teachers' Institute," and sessions were subsequently held at Elkhart, Warsaw, Logansport, South Bend, Lima, Valparaiso, Plymouth, Wabash, Lafayette, Goshen, Ontario, Rochester, and Crown Point. These were superintended by Albert D. Wright, Rufus Patch, John A. Kennedy, Rev. T. S. Jewell, and B. F. Taylor. In 1853, the organization extended its jurisdiction over southern Michigan, held a few more meetings in both states, and then disappeared from view. It established "The American Educationist and Common School Journal," and pledged 1,500 subscribers for its support. This paper was published at Indianapolis, Ind., Cincinnati, O., Perrysburg, O., Detroit, Michigan, and Erie, Pa. Albert D. Wright was editor. The first number we have never seen. Nos. 2 and 3 were issued together as one, in March, 1852, with the following:

APOLOGY.—The first number of the Educationist did not make as neat an appearance as we intended it should, owing to several causes. One of them was that the right kind of paper could not be obtained in Indianapolis, and the Ohio river being at that time frozen over, it could not be obtained from Cincinnati; but that was not the printer's fault. The proof was not read as carefully as it should have been, owing to the sickness of the editor at the time; but that was not his fault. The whole blame should be charged to a combination of untoward circumstances which is not likely to occur again.

1854.—Some time during the summer of 1854, George A. Chase, of Rushville, and A. J. Vawter, of Shelbyville, called a meeting of teachers at the latter place. In addition to the two before mentioned, there were present, E. P. Cole, of Indianapolis, Charles Barnes, of Madison, Prof. Caleb Mills, State Superintendent, and Rev. E. Kent. This meeting passed a resolution looking to the formation of a State Teachers' Association. A few months later another meeting was held at Salem, under the direction of M. M. C. Hobbs and others. This meeting passed a resolution favoring a State Association and made arrangements for a meeting at Indianapolis to issue a call. Some time in November, five friends of education met in the old seminary, on the corner of University square, opposite the present site of the First Baptist Church, in Indianapolis, and planned the organization of this body. The following list comprises the names of the founders of our Association, viz: Prof. Caleb Mills, Superintendent of Public Instruction; E. P. Cole, Prin. Indianapolis High School; Charles Barnes, of Madison, M. M. C. Hobbs, of Salem, and O. J. Wilson, late teacher in Cincinnati public schools, but at that time traveling agent for W. B. Smith & Co. At this meeting arrangements were made to obtain signatures to this call. Distinguished educators from other states were to be invited, free entertainment was to be obtained in the city, and reduced fare on the railroads. This brings us to the first public document in the history of our organization, and it is one that is worthy of being framed and hung up in the State Library, or upon the walls of the office of the State Superintendent of Public Instruction. As it is an interesting paper, we copy it entire:

EDUCATIONAL CIRCULAR TO THE TEACHERS OF INDIANA.

A strong desire has frequently been expressed that a State Teachers' Association should be formed in this State, and that measures should be taken to effect such an organization at the earliest practicable period, the undersigned, *professional teachers*, in accordance with their own feelings and at the suggestions of many others engaged with them in the great cause of education, have, through a committee, made arrangements for such a convention, and are happy to announce to the teachers of Indiana that said meeting will be held in College Hall, in the city of Indianapolis, at 7 o'clock on Monday evening, December 25, 1854, and continue two days. The exercises will open with an address on "The connection of popular Intelligence with the civil and religious institutions of our Country," by Rev. Dr. White, President of Wabash College.

On the succeeding days the following addresses will be delivered:

"Graded Schools," by Hon. H. H. Barney, Superintendent of Instruction in Ohio. "Female Education," by E. D. Mansfield, Esq., of Cincinnati. "The Bible in Schools," by Rev. Dr. Breckenridge, late Superintendent of Instruction in Kentucky. "The duty of the State to provide for and control the education of its youth," by Hon. Horace Mann, President of Antioch College.

The addresses will be interspersed with essays, reports, and discussions on educational topics. We anticipate a rich, intellectual repast, and most sincerely hope and trust that none of our professional brethren in this commonwealth will fail to be present to enjoy it.

The well known hospitality of our citizens at the capital assures us of a cordial reception.

Arrangements have been made with *some* of our railroads, and it is hoped that it will include *all* of them, by which delegates will be returned over them *free*.

Teachers, on arriving in the city, will please call at Merrill's book store, on Washington street, where arrangements will be made to provide them with suitable accommodations.

We feel a confidence in assuring the members of our fraternity, both ladies and gentlemen, that they will have no occasion to regret the necessary expenditures of time and money to attend the inauguration of the State Teachers' Association. We also assure all who may be present, that they will not meet a more cordial greeting from any of their professional coadjutors than from the undersigned.

Caleb Mills, E. P. Cole, B. L. Lang, O. J. Wilson, G. W. Hoss, Indianapolis; Charles Barnes, Madison; M. M. C. Hobbs, Salem; R. Patch, Ontario; T. Naylor, Lafayette; J. Knight, Evansville; Cyrus Nutt, Centreville; Jas. G. May, New Albany; B. T. Hoyt, Lawrenceburg; Lewis Estes, Richmond; J. S. Ferris, R. B. Abbott, Newcastle; Geo. A. Chase, Rushville; Silas Baily, Franklin; John Cooper, Dublin.

With what anxiety must those men have looked forward to that Christmas Day. The prominent thought was, will the teachers of Indiana honor themselves and their state by appearing in respectable numbers to greet the distinguished educators from other states. At length the 25th of December came, and with it a very flattering attendance of teachers from nearly all sections of the state.

THE MEETING.—At half past 6 o'clock, P. M., the convention was called to order. Rev. W. M. Daily, President of the State University, was called to the chair, and Geo. A. Chase, of Rushville, was appointed secretary. Prayer was offered by Rev. T. H. Sinex, of Bloomington Female College, after which Professor

Daniel Read delivered an able address on the "Importance of Civil Polity as a branch of Common School Education."

After the address the convention proceeded to organize a State Teachers' Association. A Constitution, previously prepared by a committee and modeled on that of the State Teachers' Association of Ohio, was placed in the hands of the secretary by Prof. Mills. After some slight amendments, it was adopted in these words:

PREAMBLE.

As harmony and concert of action are highly necessary for the thorough and entire accomplishment of any important purpose; and believing that it is especially so in the department of education, we, the undersigned, as a means of elevating the profession of teaching, and of promoting the interests of schools in Indiana, associate ourselves together under the following

CONSTITUTION.

Article 1. This organization shall be styled the INDIANA STATE TEACHERS' ASSOCIATION.

Art. 2. • The officers of this Association shall be a President, seven Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and an Executive Committee of seven; the whole to be elected by ballot, and to serve for a period of one year, and until their successors are chosen.

Art. 3. It shall be the duty of the President to preside at all meetings of the Association, and perform all the functions usually belonging to such office. In his absence, or inability to preside, one of the Vice Presidents shall take his place.

Art. 4. The Recording Secretary shall keep a fair and full record of all proceedings of the Association.

Art. 5. It shall be the duty of the Corresponding Secretary to manage all the correspondence of the Association, under the Executive Committee. He shall copy, in a book to be provided for the purpose, all communications emanating from him, and shall carefully file those received by him, so as to be easy of access. He shall report the correspondence whenever called upon at any regular meeting of the Association.

Art. 6. The Treasurer shall receive and keep all funds belonging to the Association, and pay out the same only on the order of the Association or the Executive Committee. He shall keep carefully a file of all vouchers for the distribution of the moneys of the Association, and shall report the condition of the finances when called upon to do so at any regular meeting.

Art. 7. The Executive Committee shall carry into effect all orders

and resolutions of the Association, and shall devise and put into operation all measures not inconsistent with its design, as said Committee shall deem best. It shall secure speakers and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association. It shall hold its first meeting as soon after election as possible. Four members shall constitute a quorum, and may meet from time to time on their own adjournment.

Art. 8. Any teacher, or other active friend of education, may become a member of the Association by signing the Constitution, and, if males, by paying the Treasurer one dollar; if females, by paying fifty cents.

Art. 9. The meetings of the Association shall be held annually, on the adjournment of the Association, in the latter part of December.

Art. 10. This Constitution may be amended by a majority of the members present, at any regular meeting of the Association.

The next morning the Association was opened with prayer by Bishop Ames. One hundred and fifty persons then became members of the Association. The election of officers next took place, with the following result:

President.—Rev. W. M. Daily, D. D., of Bloomington.

Vice Presidents.—Rev. Cyrus Nutt, Centreville; Rev. J. S. Ferris, Newcastle; Rev. Chas. Adama, Indianapolis; Prof. D. Read, Bloomington; Professors J. M. Stone, S. H. Thompson, Hanover; Rufus Patch, Ontario.

Recording Secretary.—George A. Chase, Rushville.

Corresponding Secretary.—E. P. Cole, Indianapolis.

Treasurer.—B. L. Lang, Indianapolis.

Executive Committee.—Prof. George W. Hoss, Chairman, Indianapolis; Rev. Dr. Currie, Greencastle; Jas. G. May, New Albany; E. P. Cole, Rev. Bishop Ames, Indianapolis; Charles Barnes, Madison; Rev. R. B. Abbott, Newcastle.

Thus was completed the organization of an institution whose influence for good has been felt in every school district in the state. Not only has its good influence *been* felt, but it *continues* to be felt, and will not cease while school journals are published within its borders; while institutes are held for the benefit of teachers; while normals send forth their trained workmen, or school taxes are collected for the benefit of the children. Nay, if this should be our last meeting, if the School Journal should not issue another number, if the laws for the support of county institutes and the State Normal School should be repealed, and all our buildings burned to the ground, the influence of this Asso-

ciation would not be destroyed. For by it, and through its members, an impulse has been given that can no more be destroyed than the Mississippi can be stopped without drying 'up the fountains that feed it.

A remarkable feature of this first meeting is the number of addresses by distinguished men from abroad. Notice the list, with their subjects:

"Graded Schools," by Dr. A. D. Lord.

"Drawing in Schools," by Prof. J. Brainerd.

"Use of the Bible in Schools," by Rev. R. J. Breckenridge, D. D.

"Female Education," by Hon. E. D. Mansfield.

"Duty of the State to provide for and control the Education of Youth,"
Hon. Horace Mann.

Mann, Mansfield, Breckenridge, Brainerd, Lord. This is no ordinary list. These men stood high in the profession. Breckenridge, the author of the Common School System of Kentucky, and Mann, the founder of the present system of Common and Normal Schools of Massachusetts. The others were prominent men of Ohio, and one of them, Hon. Edward D. Mansfield, still lives, and, though far advanced in years, is yet battling for the education of the masses.

The list from our own State foots up 172. To this add *nine* from other states, and the total attendance was 181. The published minutes contain the name and address of each member, and shows that 33 counties were represented.

At this meeting work was laid out and commenced upon which the Association has been employed for 21 years. The following is a list of subjects presented and discussed:

"Civil Polity as a branch of Common School Education, Establishment of an Educational Journal, Graded Schools, Female Education, Drawing in Schools, History, Physiology and Moral Science in Public Schools, Improvement of School Laws, The Bible in Public Schools, Circuit Superintendents for Institutes, State Teachers' Institutes, State Control of Education, County Associations, Phonetics, Grading Licenses."

After completing the work in a session of two days and three evenings, the Association took a recess of forty minutes, which was pleasantly improved in social conversation.

The house was then called to order by the President, Dr. Daily, who addressed a few pertinent remarks to the members in

view of their mutual relations, the present aspect of educational affairs in the State, and the happy results of the convention.

After a prayer by Prof. Stone, of Hanover, and the singing of the Doxology, the Association adjourned to meet in Madison on the 25th of December, 1855, at half past six o'clock, P. M.

The Constitution was amended December 27, 1858, Article 8 being improved in phraseology.

Dec. 28, 1860—amended so that elections should be by ballot or viva voce. In 1862 and '63, a new manner of holding elections was provided by two sets of candidates being nominated by two committees. One of these committees was appointed by the President, and the other by the Association.

Dec. 28, 1870—Five new amendments were added to the Constitution, which appear in the Journal of 1871, page 228.

The Association met, under this new arrangement, at Indianapolis in December '71. In addition to the regular officers of the Association, each section elected its own officers.

Hon. M. B. Hopkins was made President of the Superintendents' Section, Dr. R. T. Brown of the Collegiate, and D. Eckley Hunter of the Primary.

In '72, Dr. Nutt was President of Collegiate Section, D. E. Hunter of Superintendents', and Miss Nebraska Cropsey of Primary.

In '73, Dr. Nutt of Collegiate Section, and W. T. Stilwell of Superintendents'. The Primary Section ceased to have a separate existence.

In '74, O. A. Burgess was President of Collegiate Section, and W. H. Wiley of Superintendents'. At this meeting the Collegiate Section asked permission to disband, which was granted. This left the Association but one Section, hence, at this meeting, the Executive Committee have arranged for a general programme only.

At the meeting of 1875, the Constitution was further amended by providing for a Permanent Secretary,* to serve during life. His duties are to take charge of all permanent records, statistics, etc., and serve as Treasurer. The offices of Treasurer and Corresponding Secretary were at the same time abolished.

* D. Eckley Hunter, of Bloomington, Ind., was elected to this office Dec. 1875.

OFFICERS OF STATE TEACHERS' ASSOCIATION.

The following table comprises the date of elections and names of persons elected to the offices of President, Recording Secretary, Treasurer, and Chairman of Executive Committee.

Date.	President.	Secretary.	Treasurer.	Chairman Ex. Com.
1854	Wm. M. Dally.....	Geo. A. Chase.....	B. L. Lang.....	George W. Hoss.
1855	Chas. Barnes.....	Geo. A. Chase.....	John B. Dillon.....	S. T. Bowen.
1856	Jas. G. May.....	E. P. Cole.....	S. T. Bowen.....	J. Hurty.
1857	B. C. Hobbs.....	B. T. Hoyt.....	S. T. Bowen.....	C. N. Todd.
1858	Caleb Mills.....	B. T. Hoyt.....	S. T. Bowen.....	C. N. Todd.
1859	E. P. Cole.....	A. C. Shortridge.....	S. T. Bowen.....	G. W. Hoss.
1860	G. A. Irvin.....	Hiram Hadley.....	S. T. Bowen.....	G. W. Hoss.
1861	Cyrus Nutt.....	John Cooper.....	S. T. Bowen.....	T. J. Vater.
1862	A. B. Benton.....	H. H. Young.....	J. H. Smith.....	T. J. Vater.
1863	B. T. Hoyt.....	Miss H. N. Taylor.....	J. H. Smith.....	A. C. Shortridge.
1864	R. T. Brown.....	Miss E. B. Fulghum.....	J. H. Smith.....	A. C. Shortridge.
1865	G. W. Hoss.....	W. H. Wiley.....	W. H. DeMotte.....	Hiram Hadley.
1866	J. F. Tuttle.....	Miss E. B. Fulghum.....	J. T. Merrill.....	J. M. Olcott.
1867	A. C. Shortridge.....	R. F. Brewington.....	Thomas Charles.....	G. P. Brown.
1868	Joseph Tingley.....	Miss E. C. Cannell.....	Thomas Charles.....	J. H. Brown.
1869	D. E. Hunter.....	John Cooper.....	W. A. Bell.....	J. T. Merrill.
1870	A. M. Gow.....	Mrs. Emma McBae.....	Mrs. B. G. Cox.....	W. A. Bell.
1871	W. A. Bell.....	Miss Rosa King.....	Miss A. M. Churchill.....	J. H. Smart.
1872	J. H. Smart.....	I. F. Mills.....	J. A. Zeller.....	G. P. Brown.
1873	W. A. Jones.....	J. J. Mills.....	Mrs. G. P. Brown.....	E. H. Butler.
1874	G. P. Brown.....	Jas. A. Young.....	Mrs. Lizzie A. Byers.....	H. S. McKae.
1875	W. H. Wiley.....	John Cooper.....	D. Eccley Hunter.....	J. A. Zeller.

The office of Corresponding Secretary was filled in '54 and '55 by E. P. Cole; '56, M. Charles; '57, H. B. Wilson; '58, G. W. Bronson; '59 and '60, G. W. Hoss. After this date no mention is made of the office.

DATE, ATTENDANCE, AND PLACE OF MEETING.

Date.	Attendance.	Place of Meeting.
December...1854.....	181	Indianapolis.
December...1855.....	60	Madison.
August...1856.....	69	Lafayette.
December...1856.....	175	Indianapolis.
August...1857.....	215	Richmond.
December...1857.....	250	Indianapolis.
July...1858.....	50	Terre Haute.
December...1858.....	106	Indianapolis.
August...1859.....	40	Fort Wayne.
December...1859.....	72	Indianapolis.
December...1860.....	84	Indianapolis.
December...1861.....	187	Indianapolis.
December...1862.....	170	Indianapolis.
December...1863.....	250	Indianapolis.
December...1864.....	167	Richmond.
December...1865.....	245	Terre Haute.
December...1866.....	303	Lafayette.
December...1867.....	283	New Albany.
December...1868.....	300	Richmond.
December...1869.....	466	Indianapolis.
December...1870.....	350	Terre Haute.
December...1871.....	300	Indianapolis.
December...1872.....	345	Logansport.
December...1873.....	350	Indianapolis.
December...1874.....	482	Indianapolis.
December...1875.....	503	Indianapolis.

We have thus described in chronological order, somewhat minutely, proceedings up to this point. The subsequent history of the Association is probably best exhibited in the work accomplished. Time will not permit a full review of it; we shall, therefore, refer only to those subjects that have been most prominent in the proceedings.

INDIANA SCHOOL JOURNAL.—After the organization, the first subject taken up was the establishment of an educational journal. A report on this subject was read Tuesday afternoon, Dec. 26, 1854, by E. P. Cole. This report was referred to a committee consisting of Messrs. Nutt, Mills, Read, Sinex, and Hosa, with instructions to report next morning.

In the Minutes of the next morning I find the following:

“President Nutt, of Centerville, Chairman of the Committee on Educational Journal, made a report which, on motion, was received. After considerable discussion upon the report, by Messrs. Fletcher, Cole, Jocelyn, Stone, Tanner, Buell, Abbott, Terwilliger, Downie, Olcott, May, and Chapman, on motion of Dr. Nutt. the whole subject was referred to the Executive Committee, with instructions to report at the next annual meeting.”

The same afternoon, Mr. Jocelyn moved a reconsideration of the vote, but this motion was lost, and the subject went over.

One year from that time, on Wednesday, Dec. 26, Mr. Cole read another report on the establishment of an Educational Journal, which was immediately followed by discussion and the adoption of the following resolutions:

“*Resolved.* That this Association will publish an Educational Journal similar in size and typographical execution to the Ohio Journal of Education; that this Journal be conducted by nine editors, appointed by this Association, one of whom shall be styled the Resident Editor, and that the Journal shall be furnished to subscribers at one dollar per annum.

Resolved, That the Executive Committee be authorized to contract for the publication of the Journal at Indianapolis, and fix the salary of the Resident Editor.”

The members of the Association present then subscribed for 475 copies, and W. B. Smith & Co., of Cincinnati, through O. J. Wilson, donated \$200 to the Association towards defraying the expenses of the Journal.

A committee to nominate editors reported the next day the following list: Geo. B. Stone, Resident Editor, Indianapolis; W. D. Henkle, E. P. Cole, G. A. Chase, Rufus Patch, B. T. Hoyt, Mary F. Wells, M. J. Chamberlain.

The first number was issued in January, 1856, and the paper called THE INDIANA SCHOOL JOURNAL. In August, 1856, after much discussion, the Association resolved, on motion of Mr. Bowen, to employ a state agent to obtain subscribers for the Journal; the agent to work three months. The Association agree to pay him \$200, and his necessary traveling expenses. The Executive Committee appointed E. P. Cole to that office.

H. B. Wilson, the present superintendent of schools for the State of Minnesota (at that time a book agent), tendered his services without compensation, and sent in between thirty and forty names within a month.

Mr. Cole started out as state agent September 29, 1856, from Evansville, visited Newburg, on the Ohio river, canvassed it in two days, and obtained one subscriber for the Journal. At Boonesville he obtained three subscribers in half an hour, and then "footed it" to Rockport, where he was still more successful. He next visited a number of country schools in Spencer and Perry counties; also, the towns of Grandview, Troy, and Cannelton, often traveling on foot, this being the only *public conveyance* attainable.

Mr. Cole was so successful among the country schools and the country people of these counties that he declares, in his report, "I have not yet met a country teacher who did not at once take the Journal." In the towns, however, he was not always so successful. It would be interesting to make copious extracts from his reports, they are so full of the "Hoosier Schoolmaster," but time and space forbid.*

*"While in Cannelton, a man came into a magistrate's office, where I was taking some names for the Journal, and, taking a copy, he commenced examining it very attentively. It was the September number, and contained the proceedings of our last meeting. Coming to the place where it read, 'a song was called for from Mr. Fillmore,' he read it, leaving out the 'from,' and, kindling up, he charged me with circulating a political pamphlet in disguise. I calmed him by informing that the Fillmore spoken of was not the aspirant for the Presidency, but a very worthy member of our Association. He still kept reading, and finally stopping, exclaimed, 'I've got you now.' I quietly asked him what he

Mr. Cole also visited the counties of Crawford, Harrison, Washington, Lawrence, Putnam, Vanderburgh, Gibson, Knox, and Sullivan, obtaining subscribers for the Journal and waking up the people on the subject of education generally, and writing up the educational affairs of these counties for the Journal.

J. H. Hurty served as state agent in the spring of 1857, and visited the counties of Henry, Rush, Union, Fayette, Johnson, Boone, Hendricks, Putnam, Montgomery, and Madison. Of Johnson county he says, "There are 59 school districts, but only 21 had schools within the last year." Of Boone he says, "Coonskins are no longer a legal tender for taxes, for school houses are beginning to appear." A teachers' association has been formed in Hendricks. He presents a bad picture for Putnam, and says Montgomery is no better. "No free school in Anderson for two years."

But to return to the Journal. In December, 1856, 795 subscribers were pledged, and the year closed with a circulation of 1,579, and good hopes that it would soon reach 2000; but, at the close of the next year, one of the questions discussed at the State Association was, "Shall the Indiana School Journal be discontinued?" The pledges for the Journal at that time were *only two hundred and sixty*.

In the December number for that year (1859) the Journal says: "A. C. Shortridge, Lewis Estes, E. P. Cole, J. Colgrove, G. A. Irvin, and a few others, made it a special and prominent object to obtain supporters for the Journal. But for their persevering aid it would have failed during the adverse times through which we have passed. A dozen resolute men have saved the State the shame and disgrace of being without an educational Journal. Shame to the sneaks who creep along in their narrow selfishness without giving us even their own single dollar to sustain the credit of the profession to which they most unworthily belong."

had found so exciting. 'Why,' said he, 'here is Chase's name.' I inquired what Chase he supposed was intended. 'Why, Chase, the infernal abolition Governor of Ohio.' I assured him that he was again mistaken; that the person spoken of was not the obnoxious Executive of Ohio, but an Indiana teacher—a more important personage than his Excellency. I suggested his taking and reading our Journal, but he declared that he was not to be fooled; that he 'smelled a rat.' "

During the year 1858, the Supreme Court decided the school law unconstitutional. Schools were closed and many of our best teachers (among whom was G. B. Stone, Resident Editor of the Journal) left the State.

W. D. Henkle took the post of Resident Editor for one year, and then the Journal being in debt, with no prospect of getting out, and having less than 300 subscribers, was, upon the recommendation of two committees, transferred to O. Phelps, who, since the departure of Mr. Henkle, had been acting as Resident Editor. The Association agreed to pay its debts and Mr. Phelps to take entire charge of the financial affairs of the Journal, and continue its publication, subject to certain restrictions which the Association should suggest. The Journal having, to a certain degree, passed out of the hands of the Association, its history might be dropped here; but it is the child of the Association, and, though "bound out," it is still ours.

Mr. Phelps was temporarily absent from the State for a time, and, in consequence, the Journal languished. Mr. H. H. Young was publisher, but the absence of the editor gave dissatisfaction, and another change was brought about.

In 1861, the editorial duties were divided. Phelps was editor for January, February and March; G. W. Brown, April; H. H. Young, May and June; B. C. Hobb, July; M. A. Vater, September; J. Brumback, October; R. A. Benton, November, and A. C. Shortridge, December.

In the March number, 1862, T. J. Vater, Ch'n. of Executive Com., announces that the proprietorship and business of the Resident Editor of the Journal have passed into the hands of "one who moves among Indiana teachers, walks Indiana soil, and breathes Indiana atmosphere."

Mr. Phelps disposed of his interest to Prof. G. W. Hoss. At that time the Journal had only 150 *bona fide* subscribers.

Prof. Hoss continued as editor and proprietor eight years when the *Journal* and *Teacher* were united, and Mr. W. A. Bell became associated with Prof. Hoss in the publication. This arrangement continued two years, when Prof. Hoss sold out to Mr. Bell; the Journal, at that time (1871), having a circulation of 1,800.

With the April number, 1875, the Journal and the *Educationalist* (not the one of 1852) were consolidated, W. A. Bell continuing principal editor, and A. C. Shortridge and G. P. Brown

becoming associate editors. It is under the auspices of these gentlemen that the Journal is now published.

During the first nine years of the existence of the Journal, from eight to fourteen associate editors were annually appointed by this Association. After an interval of four years without them, five were again appointed for 1869, but discontinued at the end of the year.

The first number of the Journal opened with a Mathematical Department, which was continued four years under the editorial charge of W. D. Henkle, then three years under Prof. Daniel Kirkwood. At the end of the seventh volume it was discontinued, and a department of primary teaching substituted for it, with Miss Anna P. Brown in charge. This continued two years. A Youth's Department was opened in 1859, conducted by the associate editors. It was discontinued before the end of the year.

For several years past the Journal has steadily been gaining ground, and its circulation is now over 4000, going into every county in the State. Three hundred go out of Indiana to twenty-six states, two territories, and two foreign countries.

THE BIBLE QUESTION.—"The use of the Bible in Schools," was the subject of Rev. Dr. Breckenridge's address in 1854. It was followed up by strong resolutions on the subject at the same meetings, and again in August '57; another address in July '58; address and discussion in '60; address and discussion in '61, and again in December '64. The next item in the history of this subject appears in the Acts of the Legislature approved March 6, 1865: "The Bible shall not be excluded from the public schools." The subject again came up in '67, and was the prominent feature of the meeting of 1870.

NORMAL SCHOOLS.—The first Superintendent of Public Instruction in his first report, 1852, refers to this subject of Normal Schools. "Our Indiana law," he says, "makes no provision for these. Perhaps this is well, for I doubt whether such schools, however important and valuable they may be in some states, would comport with our circumstances, or suit our genius, or meet our wants."

At the second meeting of this Association, December 27, 1855, Professor Mills offered a resolution raising a committee to inquire

into the propriety and wisdom of the commonwealth's making provision for the establishment of at least two Normal Schools.

Messrs. Barnes, Bowen, and Estes were appointed said committee.

The following July number of the Journal contains an article signed "C. B.," doubtless Charles Barnes, urging the importance of Normal Schools, and the necessity for their establishment in Indiana. At the December meeting, 1856, the report of Mr. Barnes, on Normal Schools, was read by Mr. Bowen. This report was read and referred to the Executive Committee. At the August meeting, 1857, the subject was extensively discussed while considering a paper read by Mr. Cole, on the "Educational Prospects and Condition of Indiana." The discussion was quite animated, the radicals being O. Phelps, H. B. Wilson, A. J. Vawter, and T. Heilcher, and the conservatives E. P. Cole, J. G. May, and R. B. Abbott. At the next meeting, December, 1857, Mr. A. J. Vawter presented a full report on the subject, which he closed by offering the following resolutions:

Resolved, That schools for the training of teachers are absolutely necessary to the success of any system of popular education.

Resolved, That it is the duty of the State to make suitable provisions for the training of teachers for her schools.

Resolved, That in case of the refusal or neglect of the State to make such provision, it is the duty of the teachers and friends of education to supply the deficiency.

Resolved, That the Association appoint a committee of seven of the most experienced and judicious of its members, to whom shall be committed this subject, with instructions to vigorously prosecute it in such way as their judgment may dictate, till we have at least one Normal School in successful operation in the State.

Resolved, That this Association pledge to said committee their most hearty co-operation in the work committed to them.

Then commenced a discussion the longest, most animated, and most able ever conducted in this body. Both sides came prepared, and nobly was the battle fought. The conservatives, under the lead of Cole, Anderson, of N. Y., Hurty and Daily, and the radicals, led by Bowen, Vawter, Irvin, Mills, Hobbs, and Powner. The conservatives were not opposed to Normal Schools; far from it. But they thought Indiana was not ready for them, and favored appropriations for institutes and increased length of school terms instead; that while the public schools

were open less than three months in the year Normal Schools would have no material to work upon, and hence were not needed. To this Mr. Vawter replied: "I am astonished at the indifference manifested by this body toward Normal Schools. *We need at once*, thoroughly organized, well-manned Normal Schools. Not a mere appendage to a university or college, but one that shall stand independent and above them in its own appropriate work; one that we can all rally around as ours. We need teachers' institutes, but we need men and women to conduct them. Why cry not ready yet, when every report of the State Superintendent or minor school officer deplores the lack of competent teachers? If not now, when shall we be ready? Three years ago it was said we are not ready for a journal of education, but we not only have a *Journal*, but a self-sustaining *Journal*, and one of which we are all proud. Had we continued to listen to those fearful souls, where would our *Journal* be to-day? Why, then, parley longer? Let us go to work. Let us go at it heart and soul, and my word for it we will have accomplished much before the close of another year." The discussion lasted nearly two days, and the abbreviated reports cover ten pages in the *Journal* (July '58).

The resolutions, before adoption, were amended on a compromise, so as to establish congressional institute committees, recommend teachers to manufacture sentiments in favor of Normal Schools, and the appointment of a committee to receive proposals from towns in this State for the establishment of a State Normal School.

At the next annual meeting, December 1858, another interesting discussion took place on the same subject, mainly between B. C. Hobbs and Dr. W. M. Daily, in which the latter expressed his belief that *Normal Schools were humbugs*.

Among the resolutions passed in 1859, is one that early provision be made for the establishment of a State Normal School.

In 1860, another committee reported a resolution that "That this Association request the coming legislature to furnish the means of establishing a Normal School." In the discussion that followed, T. A. Goodwin and O. Phelps locked horns.

"Mr. Goodwin was opposed to the whole scheme of Normal Schools. They have failed wherever tried. They do not give any guarantee that those educated for teachers will remain such."

Mr. Phelps apologized for Mr. Goodwin. "We must take

him by contraries. What he favors he opposes. He always reduces the argument he seems to espouse to an absurdity."

The resolution, after discussion, was amended so as to read: "To establish a Normal School in connection with the State University." It was then laid on the table.

In December, 1864, Gov. Morton addressed the Association, taking strong grounds in favor of a Normal School.

On the 20th of December, 1865, the Normal School bill became a law.

But not resting here, the Association has considered this another one of her children, hence we find action taken, or the Normal School represented on the programme in '66, and every year since '68.

The siege of Troy lasted ten years, and it was not then brought to a close without the introduction into the city of Greeks, who, walking among the Trojans, opened the gates and let their comrades in. For ten years we besieged the legislature, but not until some of our own members found seats in that body did it take action on the Normal School Bill.* The man that did more, perhaps, than any other member of the House for it, was a member of this Association, and was present during one of the debates on Normal Schools in 1856. I refer to Hon. B. E. Rhoads, of Vermillion county, now Professor of Law in the State University.

INSTITUTES.—The subject of institutes received attention at the organization of this body. Rufus Patch, of Ontario, La-grange county, before referred to in connection with the Northern Indiana Teachers' Institute, offered a resolution on the subject, which was discussed and referred to the committee on the school law.

At the next meeting, December, 1855, the following, offered by Mr. McLane, was adopted:

*The bill, as it was about to be placed upon its passage, after numerous amendments, provided for five trustees, and, that half of the number should be retired every two years. Hon. J. R. Coffroth discovered that this would make it necessary to *divide a man*. He therefore asked the gentleman from Vermillion to please explain which man he proposed to divide? This question brought the Judge to his feet, and unanimous consent was at once obtained to change the number of trustees from *five* to *four*.

Resolved, That it is the determination of this Association to labor for the establishment of institutes in every county of the State in which it is practicable.

In August, 1856, the language of the Association was:

Resolved, That the interests of education imperatively demand that aid be furnished by the State for Teachers' Institutes, and that these institutes be held as often as once a year in each county.

In Dec., 1857, provisions were made for each congressional district, by appointing four persons from each, as institute committees for their respective districts.

In December, 1858, a petition to the legislature was prepared, asking for an appropriation for county institutes.

December, 1860, Prof. Hoss read an able and systematic paper on the subject of Teachers' Institutes, which was afterwards, by request of the Association, published in the Journal. At the close of the paper, he submitted two propositions:

First. That this Association appoint a State Institute Committee, consisting of not less than seven members, who shall be charged, for the coming year, with the work of *organizing* and *holding* institutes in any and all parts of the State, as they may have ability. Also, that they furnish a report to the next meeting of the Association stating the work *done*, that to be done, and their opinions and suggestions as to the means of its accomplishment.

Second. That this body petition the Legislature to appropriate, annually, a small sum, say *forty dollars*, to each county, for the support of institutes in said county. This appropriation to be drawn on the warrant of the county auditor, based upon the certificate of the school examiner; said certificate and warrant certifying that an institute has been held in conformity with the statute of appropriation. Said appropriation to continue at least until the opening of a State Normal School.

The subject was discussed, laid on the table, taken up next next day and discussed again, and the following resolution adopted:

Resolved, That this Association appoint a State Institute Committee to consist of one from each Congressional District, who shall be charged for the coming year with the organizing and holding of institutes in all the counties of their respective districts.

The committee appointed was as follows: 1st. District, D. E. Hunter; 2d. James G. May; 3d. E. P. Cole; 4th. S. R. Adams; 5th. A. C. Shortridge; 6th. Geo. W. Hoss; 7th. B. C. Hobbs; 8th. A. J. Vawter; 9th. Mr. Wharton; 10th. Mr. Johnson; 11th. J. Baldwin; G. W. Hoss, Permanent Chairman.

This plan worked so well that it was continued for '61, '62, '63 and '64. In '65, the law providing for institutes was passed.

STATE NORMAL INSTITUTES.—In July, 1863, at a Normal Institute held at Columbus, Ind. The Indiana Normal School Society was organized with J. M. Olcott, J. H. Hurty, N. S. Dickey and David Graham at its head. Arrangements were made for a term of four weeks, to be held at Greensburg. in July, 1864. The arrangements were complete in every department. The list of instructors included Hailman, of Ky., Hancock, Royce, Kidd, Debeck, and Spencer, of Ohio, Hewett, of Ill., Northend, of Conn., and nine prominent educators of Indiana. But alas!

"The best laid plans of mice and men," etc.

The "100 days men" came along about that time and carried off so many of both teachers and professors that the meeting was postponed twelve months.

J. M. Olcott brought the subject before the State Association at Richmond in December '68, when a committee was appointed to confer with the Board of Directors of the Normal School Society. The result of the conference was that the two bodies united in holding *the first State Normal Institute* at Knightstown, commencing July 11, 1865, and continuing four weeks. The enrollment was 130. Prominent among the lecturers at this Institute were W. R. White, of West Va., W. D. Henkle and Moses Brown, of Ohio, Henry Barnard, of Conn., Dr. Calvin Cutter, of Mass., and E. C. Hewett, of Ill.

In December, '65, though with considerable opposition, the Association made arrangements for holding four State Normal Institutes, one each at Laporte, Bloomington, Greensburg and Peru. These institutes lasted three weeks, were pronounced eminently successful, and were attended by more than 500 teachers. The expenses were \$2,287. Hon. E. E. White, of Ohio, Pres. Richard Edwards, of Ill., and Mrs. Mary Howe Smith, of New York, were the general instructors. The superintendents were J. G. Laird, at Laporte, D. E. Hunter, at Bloomington, J. H. Hurty, at Greensburg, and Hiram Hadley, at Peru.

A. C. Shortridge was Chairman of the Committee, and had a general supervision over the whole.

In December, '66, W. A. Bell was made chairman of a similar committee, to hold State Normal Institutes in 1867. James H.

Smart superintended one at Fort Wayne, H. S. McRae one at Columbus, J. M. Olcott at Terre Haute, and J. H. Brown at Richmond. These institutes were also successful; were attended by 597 teachers, and cost \$1,252 50. The general instructors were T. W. Harvey and John Hancock, of Ohio, and Miss A. P. Funnelle, of Indianapolis Training School.

Thos. Charles was made chairman of the committee for 1868, and the institutes were superintended by L. L. Rogers, at Mitchell, G. W. Lee at Shelbyville, G. P. Brown at Muncie, and D. E. Hunter at Peru. S. G. Williams, of N. Y., Geo. B. Loomis and Miss Nebraska Cropsey, of Indianapolis, were general instructors. Attendance, 462; cost, \$846.

At this point these institutes were discontinued by the Association, as county institutes were now held in nearly every county in the State.

In 1873, three similar institutes were held under the direction of the State Board of Education. H. S. McRae superintended at Muncie, E. H. Butler at Franklin, and D. E. Hunter at Vincennes. The attendance was 688.

SCHOOL LEGISLATION.—The Constitution of 1816 made it the duty of the Legislature to provide a general system of education. Accordingly, general laws were passed on the subject in 1818, '24, '31, '38, '43, and '49. The act of 1849 considerably enlarged the system, but no county was to be bound by its provisions until assented to by a popular vote. Several counties never gave their assent, hence, as to these, it was inoperative. Besides these, numerous local laws were enacted by the Legislature for the management of schools in different counties and townships, dissimilar in many respects to each other and to the general law. Under these, large sums of money were wasted and valuable lands squandered. Hence the Constitution of 1851 provided that the Legislature should not pass any local or special laws on the subject of common schools.

1852.—The school law of 1852 provided, in the first section, for a general tax of ten cents on the hundred dollars, and section 130, of the same act, gave voters of any township power to vote a tax for the purpose of building and repairing school houses, etc., and for continuing their schools after the public money shall have been expended. This section was pronounced unconstitutional.

tional by the Supreme Court, on the 12th of December, 1854, just a fortnight before the organization of that body. Therefore, at the organization, a committee was appointed to secure the ablest legal advice as to the *precise bearing* and practical effects of the late decision, and if a law can be drafted such as the educational wants of the State demand, which shall not be in conflict with the Constitution, they are instructed to urge its passage by the Legislature.

The committee went to work at once, and in less than three months the law of 1855 was enacted, giving cities and towns the privilege of levying taxes for the support of public schools. This law went into operation immediately, and when the State Association met in December, 1857, the schools were springing up or already flourishing all over the State. It seemed that the only thing wanted was a Normal School, and it was at this session that the celebrated debate on that subject took place. The Journal had a circulation of over 1,500. It had kept an agent in the field eight months, and was not in debt. Never before had the educational prospects of Indiana been more flattering.

But alas! for the "slip
'Twixt the cup and the lip."

The teachers had hardly returned to their homes when the Supreme Court decided the school law of '55 unconstitutional.

The "clap of thunder in the clear sky" had come, and down went the schools at New Albany, Lafayette, Shelbyville, Richmond, Lawrenceburg, Indianapolis, and, indeed, at every important place, except Evansville, which, luckily, was operating under a charter obtained under the old Constitution. The efforts that were made to continue the schools, the successes and failures that attended them, we leave for another.

What is constitutional in Indiana? was now the absorbing topic among teachers. The editor of the School Journal, Mr. Stone, rechristened the State with the euphonious name of "*Unconstitutionaldom*."

W. D. Henkle, of Richmond with his characteristic ability for research, set himself to work upon the Constitution and soon reported the one crumb of comfort that he found for teachers in that instrument. It is in section 36, of Art. I., and is in these words: "Emigration from the State shall not be prohibited."

About the same time Prof. Hoss came forward with his "Mechanical Philosophy Humanized," in the form of the following problem:

"A public school teacher of Indiana, standing upon the inclined plane of hard times, is driven down said plane by the combined force of *judicial accisions* and small pay: what will be his velocity on reaching the bottom? Also, what time will be consumed in the descent?" Henkle was our mathematician. He figured upon the problem and in a month sent in the answer, which was that "he would reach the bottom in little less than no time, hence his velocity would be a little more than infinite."

"From all parts of the State," says the Journal, "we receive notices of the breaking up of the schools and the removal of teachers. The Northern Indiana Teachers' Institute was given up, owing to the scattering of teachers and general breaking up of schools."

The semi-annual meeting at Terre Haute, July '78, was slimly attended, the number present being just 50, representing 17 counties. Hon. R. W. Thompson addressed the Association on "The Powers and Defects of the School Laws." The subject was taken up, fully discussed, and several resolutions passed; one by W. D. Henkle, favoring an amendment to the constitution; another by same, requesting the legislature to levy a two mills tax; another by Prof. John Young, favoring the taxation of towns, cities, and townships, to build up schools independent of the common school system; another by Mr. Vater making it the duty of teachers to manufacture sentiments among the people in favor of the above amendment and resolutions.

These subjects, and especially the amendment to the Constitution, were pushed at the meeting that followed.

At Fort Wayne, August '59, the subject was again ventilated, and *five resolutions*, preceded by *ten whereases*, adopted.

It was a small and melancholy meeting. Among the absentees were numbered the President, six Vice Presidents, both Secretaries, the Treasurer, and five members of the Executive Committee. But Phelps, and Vawter, and Henkle, and Irvin, and Marsh, and Colgrove, were there and nobly did they battle for the cause of education. Before parting they comforted each other in the following resolution:

Resolved, That our meeting has been a pleasure and a profit to us all, and that although the cloud of adversity is hanging over our profession,

and bright lights are being removed from our number, we yet look hopefully and confidently forward to the time when these circumstances shall all be reversed—"the darkest hour is just before the dawn."

The proposed amendment to the Constitution passed one legislature, and one house of the next, but there a *bolt*—not an *iron bolt*, nor a *thunderbolt*, but a *political bolt*—stopped its progress. And so from '58 to '64 the Association continued to work upon these questions, and in '65 came the dawn. Prof. Hoss, a prominent member of this body from its organization, had just been elected Superintendent of Public Instruction, and being greatly assisted by Mr. Rugg, the outgoing officer, he worked almost constantly for four months before his term of office began, for the reform of the school law. Gov. Morton made favorable mention of the subject in his message, and prominent members of this Association seconded these efforts. The result was the enactment of the law that increased the tax from ten to sixteen cents, provided for county institutes, enlarged the office of school examiner, took out political and put into the State Board educational material, provided for State Certificates and the examination of teachers in United States History and Physiology, and that the Bible should not be excluded from the common schools. The Normal School bill was passed by the same legislature. Never before had one legislature done so much for popular education. It was not in any sense a partisan movement. The common school bill passed the House by a vote of 76 to 10, and the Senate by 34 to 9.

In 1866, the Association again organized its forces, and asked for additional legislation. There were no less than nine ex-school officers, besides a number of ex-teachers in this legislature. The superintendent, with two years of experience in office, was confident that the people would sustain a bold movement in favor of public schools. He and others still believed that the law of '52 did not conflict with the Constitution. It was therefore again brought forward, and its re-enactment urged upon the members of the legislature. They took it up, passed it, and it became a law. This was now the third time it had been enacted. Twice before it had been declared unconstitutional, but now the free schools had taken such deep root in the hearts of the people that from that day to this its validity has never been questioned. It remains a law to this day, and was the basis upon which Super-

intendent M. B. Hopkins founded the most of his efforts for increasing the length of the school term.

In '68 and '70, efforts were made for further advance, but without success. The subject of county superintendency was discussed and urged for several years, and in '72 the Association at Logansport recanvassed the subject and, with the advice and assistance of the Superintendent of Public Instruction, Hon. M. B. Hopkins, prepared it for the action of the legislature. It came up and, though slightly changed in the hands of that body, it came out showing the marks of our work upon it.

An effort was made at the same time to induce the legislature to pass a law requiring trustees to keep their schools open six months in the year. It passed the House, but failed in the Senate for want of a constitutional majority.

At the meeting one year ago, *Compulsory Education* was, as it had been for several years, one of the absorbing topics. While the Association favored a law of this character, it moved cautiously in the matter, but reiterated its opinion of two years ago in favor of a six months' school. It approved county superintendency, and asked for additional appropriations. But the legislature had already been elected and some of them pledged to repeal the county superintendency law. This they did not do, but they did so cripple the law as to render it almost inoperative.* One good feature, however, they added, viz: That none but practical teachers should hold the office. This feature the Association has long been working-for, and, though a small favor, is one for which we are thankful.

PHYSIOLOGY.—This subject was first broached at the meeting in 1854, in a resolution by I. N. Terwilliger, but it was not fully discussed until August, 1856, when Dr. R. T. Brown delivered an address on the subject: "Physical Education, or Relations of the Outer and Inner Man." Dr. Bobbs followed in December on Physical Education. Other address were delivered by Dr. Longshore, of Philadelphia, E. J. Rice, C. P. Jennings, Dr. Fletcher, and Dr. Brown again. Each time the subject was discussed, Dr. Brown always took the lead.†

* This last act has just been decided unconstitutional by the Supreme Court.

† At a Social, after one of these discussions, the following toast was offered: "Good health, long life, and successful labor to the *Cole Brown Young Hoss Eaton Hay*."

The action of the Legislature on the subject in 1865, has already been referred to, and a few years ago Dr. Brown, taking a resolution of this body passed in 1859 for his cue, prepared and published a text-book on the subject. Time forbids my giving a full history of this subject.

The State Reform School, for which we are greatly indebted B. C. Hobbs and G. W. Hoss, we must also dismiss without further mention.

The hour expires and we drop the curtain. You will probably raise it again at your jubilee. When you are fifty years old what can you then say of your history? What of your work? Will your historian tell of struggles in the establishment of District Normal Schools? Will he refer to the amended school law that required teachers to pass examination in Natural History, Drawing, Music, and Mental Science? Will he tell of district reformatations? Of the grading of township schools? Of Kindergartens in all our towns and cities? Of a law that compelled children to attend school six months in the year, and either work or go to school three of the remaining six? Will he tell of a time when every voter under thirty years of age was required to write the ballot that he voted? When Polytechnic schools were established in all our cities? When a native Hoosier, educated in one of our art schools, was the architect that built the new State House?

The time when these things shall be may seem far in the future; but if we continue to advance as we have done in the past, who can say that these things, and more, shall not be accomplished.

A GENTLEMAN in Great Barrington, Mass., has a geography published in London in 1749, in which California is described as an island, and a map is given showing it to be entirely surrounded by water. The book tells of a tree in Florida "the leaves of which, if bruised and thrown into a large pond of water, all the beasts which drink thereof will swell up and burst asunder." It says that the air of Pennsylvania is generally granted to be clear and sweet, the heavens being seldom overcast with clouds, and that the "length of days and nights is much the same as in New Jersey." There is a chapter devoted to "Rarities of New York," in which it is said that in divers parts of New York (especially those nigh into and upon the banks of the river Connecticut) grows a sort of snake-weed, whose root is much esteemed for the biting of the rattlesnake."

EDITORIAL

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

WE devote almost the whole of this number of the Journal to the past educational history of the State. While it is not what would be called "practical" reading, it will be interesting and profitable to most of our readers. Most Indiana teachers will wish to know, and all ought to know, something of the growth of our present school system and of the agencies employed in its development. As this is a centennial year, and all fragments of history are being gathered and put into permanent form for preservation, it is certainly appropriate that this summary of educational work should be made. Teachers will therefore excuse the usual variety of matter this time.

County Superintendency Law Unconstitutional.—In the April number of the Journal we published the opinion of the Marion county Superior Court declaring the county superintendency law unconstitutional. The county commissioners appealed the case to the Supreme Court, and that body has sustained the decision of the lower court; so the law of 1875 is dead and the law of 1873 is in force. County superintendents will therefore take notice and govern themselves accordingly.

The following question and answer, which appeared in the "Official" of last month, are of special interest in this connection :

Question.—In case the act by which the present County Superintendent was appointed is declared unconstitutional, should the present superintendent resign the office into the hands of his predecessor?

Answer.—If the former superintendent turned over the office to the present superintendent voluntarily, and has made no contest before the courts for it, the present incumbent should be regarded the *de facto* superintendent, and all his acts done under the statute should be regarded as legal acts. The former superintendent has no right or title to the office whatever, and the present incumbent should hold the office until his successor is duly elected and qualified.

Before making the above answer, Sup't. Smart took legal counsel, and his statement is undoubtedly good law.

Walter S. Smith, late superintendent of Marion county, deserves all the credit of bringing about the above named decision. His perseverance has certainly been commendable.

MISCELLANY.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

GOOD FOR THE HOOSIER STATE.—A correspondent of the *Daily Monitor*, published in Concord, N. H., in speaking of Indiana's educational display at Philadelphia, says: "*Indiana makes a splendid exhibit, and is, perhaps, second only to Massachusetts in extent and variety.*"

This opinion being unsolicited and without local bias, is certainly very complimentary to Indiana.

WHAT IT COSTS TO VISIT THE CENTENNIAL.—We give the actual cost, from the experience of several Indianians who have already been to Philadelphia. Two gentlemen from Columbus, Indiana, were advised by their friends to take at least \$100 each, with them. One of them accepted their advice, the other ventured with \$75. They paid \$31 for round trip tickets; they went via Baltimore, and spent a day or two there. Arriving at Philadelphia, they secured an excellent room by aid of the State Agent, with supper and breakfast, at \$8 a week, and were delighted with the accommodations. They visited the Exposition eight days, and spent one other in visiting points of interest in and around the city. Their dinners or lunches were taken upon the grounds. They expended something for incidentals, in car-fares, etc., depriving themselves of nothing necessary to their comfort. The final footings of total expenses, including the fare, amounted to only \$55 each, for the round trip.

Another party, a gentleman and three ladies, who made their arrangements through Mr. Greene in advance for accommodations, bought round-trip tickets at \$33. They spent one day in Washington and one in Baltimore; eight or nine days in Philadelphia, and returned by New York, Albany, Buffalo and Niagara Falls. Spending one day in each of the cities named, and two at the Falls, their total expense was \$75 for each member of the party.

From these instances it will be seen that a visit to the Centennial may be accomplished at a trifling cost as compared with what has been generally anticipated, and at much less than a similar visit would have cost to any preceding World's Fair.

All are agreed that no intelligent American who can possibly command the necessary means can afford to miss this great Exhibition. For younger people and children it is worth far more than its cost, for its educational influences; and to older ones a visit will be the great event of a lifetime.

INDIANS visiting the Centennial should order all their correspondence addressed to "Indiana Building." Mail is delivered hourly.

PERSONS visiting the Centennial will wish to either go or return by the Pan Handle and Pennsylvania Central Railroads, as they make the straightest and shortest route from central Indiana to Philadelphia. Baltimore and Washington can be included without extra charge. The variety and beauty of the scenery on this route is not surpassed by that of any other. See advertisement on another page.

THE Excelsior School Furniture Company has bought out the Higgins Bent Wood Company, and are now located in Indianapolis, at the old Bent Wood stand.

INSTITUTES will be held as follows:

July 24. Montgomery co., Waveland, J. G. Overton, sup't.

" 81. Dearborn co., Aurora, H. B. Hill, sup't.

Aug. 14. Decatur co., Greensburg, P. Ricketts, sup't.

" 14. Jackson co., A. J. McCune, sup't.

" 21. Wabash co., Wabash, Macy Good, sup't.

" 21. Jefferson co., Geo. C. Monroe, sup't.

NORMALS.

THE Northern Indiana Normal School and Business Institute, at Valparaiso, enrolled, the past term, the unprecedented number of 1,300 students. H. B. Brown is principal.

THE State Normal School graduated, this year, nine students from the elementary course, and six from the advance course.

A Normal Institute will begin in Russiaville July 28, and continue five weeks, under the control of Freeman Cooper, who will be assisted by a competent corps of instructors.

A normal institute will be conducted under the auspices of J. T. Johnson and M. C. Skinner, county superintendent, commencing Sept. 4, and continuing seven weeks, and will be followed by the county institute.

C. L. Hottel will open his normal at Meoney (Clear Spring), July 17, instead of July 10, as stated last month.

M. S. Wilkinson and county sup't. A. R. Julian, will hold a four-week normal at Center Point, Clay county, beginning July 24. The county institute will follow.

J. J. Taylor will conduct a summer scientific school in Valparaiso, beginning July 10.

W. E. Bailey, county superintendent, assisted by R. A. Chase, will hold a five-week's normal at Plymouth, beginning July 17.

M. T. Case, county superintendent, and E. H. Butler, will open a normal at Attica, July 31; it will continue five weeks, and be followed by the county institute.

The Sullivan county normal will open July 24, and continue six weeks. The principal instructors are W. T. Crawford, W. H. Cain, and J. A. Marlow, county superintendent.

PERSONAL.

EDWARD WISE, former superintendent of Daviess county, is now running a normal, keeping a book store, and publishing an educational paper at Jonesboro, Tenn.

B. W. EVERMANN will continue in charge of the Camden schools.

H. B. JACOBS has been unanimously re-elected superintendent of the New Albany schools; also, most of his old corps of teachers.

LEWIS PRUGH will continue as president of the Vincennes University the coming year.

JAMES THOMPSON has, on account of ill health, resigned the chair of Civil Engineer in the State University. He is a thorough scholar, a christian gentleman, and the university has lost one of its best instructors.

LYDIA A. DIMON will remain as principal of the Attica high school next year.

FRANK H. TUFTS, a native of Indiana, a graduate of Antioch College, Ohio, and for the last sixteen years a teacher in Ohio, has been elected superintendent of the Aurora (Ind.) schools. The teachers of this state will only need to know Mr. Tufts to respect and highly esteem him.

E. S. CLARK, late of Aurora, will take the superintendency of the Mt. Vernon schools next year.

Prof. H. B. BOISEN resigns his place in the State Normal School to take the chair of Modern Languages in the State University. The Normal will lose and the University will gain an energetic worker by the transfer.

ALFRED KUMMER, of Mt. Vernon, will superintend the South Bend schools next year. This is quite a promotion for Mr. Kummer, but judging from the past he will doubtless acquit himself with credit.

WILLIAM BALLENTINE was recently elected an assistant Professor of Greek in the State University.

THE Governor of Pennsylvania recently appointed J. P. Wickersham superintendent of public instruction for another term of four years. This is the fifth time this honor has been conferred upon Mr. Wickersham. That it is richly deserved, no one knowing the man and his work, will for a moment question. Mr. Wickersham is acknowledgely one of the leading educational men of the nation.

W. WATKINS, of Dayton, Ohio, will do some institute work in this state if called upon. Those who have seen Mr. Watkins's work speak of it in very commendable terms.

MATTIE CURL, a graduate of the Lebanon (O.) Normal, also of the State Normal, at Terre Haute, a teacher well and favorably known in the western part of the state, was married to D. W. Dennis, of Richmond, June 22, 1876. The Journal extends most hearty congratulations.

A. H. HASTINGS will continue next year as superintendent of the Hartford City schools.

R. A. CHASE is re elected superintendent of the Plymouth schools for the sixth time we believe.

PROF. ELI F. BROWN, of Purdue University, received the degree of B. S. by the N. W. C. University at the late commencement season.

J. W. THORNBURG will remain in charge of the Portland schools next year.

R. G. BOONE will take charge of the Frankfort schools next year, *vice* J. E. Morton, resigned.

TEMPLE H. DUNN, of Brownsburg, is to take the principalship of a Fort Wayne school building next year, at a salary of \$1000.

At the Commencement of the University of the State of New York, June 21, 1876, the honorary degree of Ph. D., Doctor of Philosophy, was conferred upon Prof. John J. Anderson, author of the U. S. Histories.

PROF. E. C. HEWETT has been promoted to the Presidency of the Illinois Normal University. Good; that is what the Journal suggested some time ago.

LOCAL.

HOW TO SEE THE GREAT EROSION.—Mr. Charles W. Greene, the Indiana State Agent, has issued a little pamphlet, containing timely suggestions in reference to routes of travel, hotel and lodging house accommodations, etc., and such information as will enable visitors to see the

Exposition with the least expenditure of time and money. This he will send to all who enclose a three cent stamp. For a small fee he will secure excellent accommodations for individuals, families or parties, at from 8 to \$14 per week, or at 1.50 to \$2 per day, close to the grounds, or in the city, as may be desired, equal in all respects to hotel accommodations costing twice as much money. The Official Visitors Guide, a first necessity to everybody coming, will be sent by mail on receipt of price. Cloth bound, 50 cents; in pasteboard covers, 25 cents.

Address

CHAS. W. GREENE, State Building.

PLEASE insert in the July number of the "Indiana School Journal," a notice that my services as an elocutionist can be had by those who desire, or shall desire them, during the months of July, August, and September, in teachers' institutes, and that my address is Irvington, Ind.

J. I. HOPKINS,

Instructor of Elocution in Ky. University.

PLEASE state in your local column that there is a vacancy in the Gosport Graded School for Superintendent, and in the Grammar Department. A good chance for live teachers.

Respectfully yours,

T. C. BAILY, Sec. School Board.

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AN AGENT just cleared \$199 first three weeks selling the Life and Labors of Livingstone. Another \$80 first six days. Over 50,000 copies of this Standard Life of this Veteran Explorer sold. 150,000 more needed by the people. A book of matchless interest, profusely illustrated and very cheap. A royal chance for agents. For proof and terms, address HUBBARD BROS., Philadelphia, P.; Cincinnati, O.; Chicago, Ill.; Springfield, Mass. (N. W. A.) 7-8t

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WHO SHALL BE OUR PRIMARY TEACHERS?


EMMA E. CARTER.



WHEN we view the subject of teaching in its broadest application, we are ready to say, No other profession is more sacred. Then the question, Who shall engage in this work? is an important one. It is not very difficult to determine who shall assume this position in the higher grades of schools, but the question, Who shall be our primary teachers? is one which solicits the consideration of every one who is interested in the welfare of the nation.

It is by the primary teacher that the foundation of education is laid. The materials used in doing this, the relations which these materials are made to bear to one another, and the permanence with which they are made to sustain these relations, will largely determine the child's ability to depend upon himself in the further prosecution of his work.

Upon the primary teacher devolves the duty of developing the physical nature of the child. She who experiences perfect health, other things being equal, is best prepared for this work. And yet no other employment tends more to wear out the constitution than does that of teaching. It is not uncommon to "witness the early decay and premature age" of the teacher. These may, in many instances, be brought on by a great anxiety on the part

of the teacher for the success of her pupils. Or, they may result from a lack of sufficient sunshine, pure air, and exercise. But need the teacher, more than the practitioners of some of the other professions, or of some of the arts, be the victim of these evils? We believe not. But we do believe that, by a strict observance of the laws of health, these tendencies may be successfully resisted, and her usefulness extend through a long life.

Again, the body is the medium through which the soul receives impressions; it is the instrument which the soul uses in manifesting itself; therefore, the freer its organs are from disease, the more vigorous will be the exercise of the mental faculties.

The conscientious teacher who is in full possession of healthy bodily organs, is a cheerful teacher; and only such is fit to be placed over children. No one whose manner tends to sadden the life of the child, or to make him feel that he does not find a warm friend in his teacher, is fit for this position.

While children are free from care, they, at times, have their sorrows, arising from real or fancied slights or ill treatment on the part of associates; they have their seasons of discouragements in trying to master their lessons. The teacher must be quick to observe this, and to offer words of sympathy or encouragement. The child wants this, he expects it. This craving for sympathy is shown by the following incident: A little boy, on entering his papa's study, held up his pinched finger and said, "Look, papa, how I hurt it." The father, being deeply absorbed in study, replied, "I can't help it sonny." The child's eyes grew bigger, and as he turned to leave the room he said, in a low voice, "Yes, you could; you might have said, 'O!'"

The law requires the primary teacher to give instruction in the elements of the common branches. Of these she should have a thorough knowledge. But what is it to have a thorough knowledge of these? Let the following illustrate: We find reading to be the twofold art of interpreting written language, and of giving adequate expression by the voice to the thought and feeling gained from the interpretation.

Now, it is manifest that no one can read intelligently without having first interpreted the ideas involved in the separate printed words, and then the thought involved in the sentences. To do

this requires habits of clearly defined thought, and a knowledge of the language studies; such as lexicography, in determining the meaning of words in a given use; of grammar, in seeing the relation of the words and sentences to one another; and of rhetoric, in interpreting the figurative language that may be employed.

After the completion of the interpretation, follows the expression of the thought gained. Here the reader must determine the different pitches, modulations, and qualities of voice adapted to the different portions of the selection. That he may determine these, he must have a knowledge of elocution.

To illustrate the kind of knowledge which the primary teacher should possess, we will suppose the subject of fractions is being taught. Here the teacher must lead the pupils to form the general notion fraction. But she cannot do this until she has first formed it herself. In this are involved the three following steps: Analytic attention, comparison, and generalization. Having taken these steps, she is ready to use this general notion in its two relations of content and extent. The first giving the definition, as, A fraction is one or more of the equal parts into which a unit is divided; the second giving the classes, as, Fractions are either common or decimal; common fractions are proper or improper, etc. So, we see that in addition to the requisite power on the part of the teacher in gaining this knowledge for herself, she must have an acquaintance with the laws and nature of mind in leading her pupils to gain this knowledge.

Were we to look at the different divisions of the other branches in a similar manner, we should find that each involves a knowledge of other subjects of study.

So, while it is true that a lower range of attainment may suffice for the primary teacher than for the one who instructs in a high school, college, or university, it is also true that the former must have an acquaintance with many subjects which she does not teach.

The moral fitness of one filling this position is a matter of no small importance. In considering what it should be, we shall keep steadily before our minds, what the child is, what his destiny is, and the influence of the teacher over the child.

First, what the child is. As a child, he is a little animal; i. e., he lives mostly in his senses, his animal wants predominate

over his spiritual wants. At the same time in him exist all the elements of rationality. But certain outer conditions must be supplied before development is possible. The power to furnish many of these lies with the teacher; yea, whether she will or not, she does furnish them. Because of this, her own character is reflected from the life of the pupil.

Second, what the child's destiny is. "Every man is created after a divine ideal." The realization of this ideal, which is freedom, is man's destiny. To achieve his destiny, the child must conquer his world of evil tendencies. This conquest must begin in the present, in childhood, and the work continue throughout the future.

The pupil of to-day will soon fill an important position in society. Can the teacher tell whether he will be a blessing or a curse in this relation? Can she aid him in becoming the former? Can she prevent his becoming the latter? While the teacher cannot tell which of these her pupil will be, it is in her power to aid him in thoroughly qualifying himself for this position.

Do you say this part of the work does not belong to the common school teacher? We answer, so long as the child's nature is threefold—physical, intellectual, and spiritual, the object of education must be to make him a complete man by harmoniously developing all these natures. But, if one must be neglected, let it not be the spiritual. For, "as one star differs from another in glory," so does the spiritual nature of man transcend the intellectual in its relations to the happiness and destiny of the race."

Third, influence of the teacher over the pupils. Teachers and pupils are in close association six hours during five days in the week. When we remember that many of the latter are on the streets from the time school closes till tea time, then from after this till bed time, we are overwhelmed at the thought that they are with their teacher a greater length of time than they are with their parents. Suppose that some are with their parents the greater part of the time, is it not safe to say that "next to the mother stands the teacher, and they together mould the man?"

Though no special moral instruction be imparted, the teacher is, by her example, always and everywhere teaching. The lessons which she thus teaches, have attached to them a responsibility of which she cannot free herself. The hearts upon which these les-

sons are impressed are not like the marble which remains as the sculptor leaves it, but, long after direct relations with the teacher have been severed, they are yielding to impressions received in childhood.

In view of these facts we would say, the moral character of the primary teacher should be unblemished,—it should be such as will enable her to exemplify by her life that she has conquered self, such as will tell for good in the lives of her pupils.

After having viewed the primary teacher in relation to the work of educating the people, and after having found the necessary qualifications for such a one, we are led to the conclusion that woman, with her readiness to perceive duty, with her tenderness of heart, with her deep interest in children and patience with them, is better fitted for primary work than is man.

Then let our primary teachers be those women who pay that attention to the laws of health that will insure them healthy bodies; those women who gladden the hearts of children; those women who are liberally educated in an intellectual sense; those women who know what to teach and how to teach; those women who possess such moral character as shall furnish models worthy of imitation.

MOTIVE AND HEALTH.

10

W. WATKINS.

A SPECIMEN of blooming health is rare indeed among the pupils of the upper grades of our city and village schools, and especially rare among the girls. Thin, worn faces, bloodless complexions, and undeveloped forms are the rule, or, at least, are so common as to excite no remark. The medical faculty has decided opinions as to the cause of all this. They say it comes from too much study. Teachers also are positive, they think, that study has nothing to do with it,—probably because the effects of study are not apparent in the class room. That two educated classes could come to opposite conclusions about the same fact, and either be wholly right is, in the nature of things, im-

probable. The faculty has long been noted for prescribing agreeable remedies. Hippocrates says: "The second best remedy is better than the best, if the patient likes it better." The marked tendency of modern practice in this direction is shown by the frequency with which opiates, anesthetics, whisky, travel, and the like, are prescribed. It flatters the parent to be told that over-study is the cause of the child's ill health, for it is proof of great ability; and it pleases the patient to be freed from the restraints of the school room and the drudgery of study.

The teacher maintains that study is healthy. He appeals to statistics, and they prove it. He maintains that there are many other causes of ill health. That it is very evident that the conditions of our present life are not adapted to the climate, that the diet, dress, social life and habits of the young, all tend to produce the condition seen in our schools. In this, all the teacher's points are well taken. But when the teacher says, that he is sure that the physician is wrong, and that it was not school which caused Mamie's trouble, because she never did anything in school, that it was not over study because she never showed the signs of even ordinary study, her lessons always being bad, he is wrong and the doctor is right. True study is as conducive to physical health as manual labor. False study kills. True study is a delightful exercise, false study a wearing drudgery. The one proceeds from right motives, the other from wrong motives.

Among right motives of study are: the desire of knowledge, the love of truth, and the pleasure which arises from overcoming difficulties. Without these there is no success. We cannot obtain knowledge unless we thirst for it, we cannot discover truth unless we love it, and we will be discouraged unless we know by experience the delight of overcoming difficulties. With these motives difficulties are surmountable, and most of the path is plain and easy; without them we may study till the eyes grow dim, the brain reels, and the cheeks grow pale and hollow, but it will be in vain. Neither desire to please the teacher, nor ambition to stand well in the class, nor hope of reward, nor fear of punishment, are true motives. Where these prevail failure is certain and danger to health imminent.

The demonstration of a theorem in mathematics is no killing matter to one who feels a natural desire to learn mathematics, a

love of mathematical truth, and a love overcoming difficulties; but to one who cares no more for mathematics than an Indian, who has never recognized nor seen the beauty of a mathematical truth, and who has met difficulties only to be conquered by them, it is destructive of body and mind. To him all the signs, symbols, diagrams and explanations, are obstacles instead of helps. He wanders in a labyrinth to which he has no clue.

Let us see how Mamie studies her lessons, and the most sceptical teacher will be convinced that the doctor is right; it is study that is killing her. She is studying Latin. She has finished the first conjugation at two lessons, one for the active voice and one for the passive. She now has both voices of *moneo* for her lesson. It is a fearful task, four whole pages, every word to be committed to memory. It is eleven o'clock, and she has been engaged for hours in a vain attempt to force the paradigm upon an unwilling memory. She is so wearied that when she retires to rest she cannot sleep. She rises in the morning pale and unrefreshed, attempts her lesson again, but is so weary and discouraged that she only partially prepares it, and fails in recitation. Mamie's trouble is that she has no desire to *know* Latin, she only desires to *recite* it. Unconsciously to herself she is engaged in a "desperate mad endeavor" to pass through the course without learning the language. Had she desired to learn the language she would have observed that there are between *moneo* and *amo* two or three characteristic points of difference which constitute all there is to be learned about *moneo*. Any one who knows *amo* can find the differences by reading the paradigm of *moneo*. All that is now needed is to practice conjugation till perfect certainty and readiness are acquired. This is easy. In a few minutes, say an hour, the whole work is done, and well done; done to last. There is no worry, no fretting and fuming, no drudgery. The amount of mental labor and nervous strain required to fix *moneo* indelibly in the mind, is not greater than that required to "do up" the dinner work in a strange house, placing in proper order and place the different utensils and the "vessels of gold and silver, of wood, of stone, and of earth."

It is not true study that undermines the strength of our children, it is false study. This false study has false motives at the bottom of it which are its cause. These false motives prevail in all the schools with which I am acquainted, especially in the

highest grades of city schools. Besides the injury to bodily health to which we have alluded, they stultify the mind and are the secret cause of the manifest unrest of the people in school matters. Because we dare not trust to natural motives, and are bent on seeming to do what we do not and cannot do, we have introduced artificial motives into the school room which give us per cents. at the expense of the education and development of our pupils.

DAYTON, OHIO.

LAWS OF HEALTH AS APPLIED TO EDUCATION.*

D

NELSON SIZER.

THE temperament or physical constitution having been duly considered, it may now be proper to remark that the teacher is concerned not merely in the imparting of knowledge to his pupils. A calm, healthy, well-balanced state of the body and of the mind of the pupil, as well as of himself, is of the first importance, and this can be attained only through the right use of the physical organization. Hence the teacher should aim to institute in the school room every means within his reach to minister to the health of his pupils as well as his own; and if he will instruct them in regard to hygiene, especially as to personal cleanliness, pure air, right modes of living, the avoidance of bad habits, such as using tobacco, eating candy, cloves, cinnamon, and pea-nuts between meals, gum-chewing, etc., he can render them a service which may save them from becoming victims to depraved appetites, and thereby sow the seeds of reform and morals in many a future family. Some will never hear it anywhere else.

In the early training and management of children, parents should see to it that care, guided by knowledge, shall be devoted to the proper culture of the physical constitutions of their children, and the comforts and appliances by which a healthy condition of the body and brain may be secured and sustained. This work should not be left for the teacher, yet some parents will

*From advanced sheets of "Phrenology in the School Room and the Family," now in the press of S. R. Wells & Co., New York.

neglect it, and the teacher should supply the deficiency when it exists, and also aid parents who have wisely begun the work.

FOOD FOR CHILDREN.

A simple, yet plain, diet is indispensable. In England children are fed on plain food, and are not permitted to eat at the table with adults and to partake of the same articles of food. Milk, fruit, and wheat ground without sifting, with oat meal as a change, would probably be the best food for children before they are old enough to attend school. If they can be made to grow in harmony and health, and their temperaments be nominally sustained, they will be ready for the teacher when old enough to attend school, and will not come to him wearied, warped, and out of order, nervous, and fidgety, and fickle.

BAD AIR RUINOUS.

Perhaps teachers are not to blame that school rooms are ill ventilated, and hundreds of children are crowded into comparatively small apartments which are over-heated. But if they understand the subject, and would do their best to insure ventilation with the means at hand, and exert such influence on school commissioners as they could, the needed reform might soon be hoped for. As long as teachers seem satisfied, school boards and the parents, their constituents, are not likely to take trouble and incur expense in the matter. A plenty of books and hard study are supposed to cover all the claims as to education, while the maxim, "A sound mind in a sound body," is ignored. If by means of bad air a pupil breaks down, the result is charged to hard study and a noble ambition to rise in scholarship. We have lectured in many academic school rooms which were filled with pupils during the day, and when adults came to be packed in as they could be seated for the evening lecture, the air was thoroughly stifling, and we have been obliged to employ carpenters to alter and adjust the windows so that they could be pulled down from the top, thus permitting the foul and over heated air to escape; the only method of ventilation, previously, having been to raise the windows from the bottom, which would let in a rush of cold air directly upon the backs of the pupils, which, of course, could not be endured, consequently they had no proper ventilation at all. In large towns, in these days, school rooms

are better ventilated, and at least windows are generally arranged to pull down from the top. Pupils kept for hours in such apartments, thus ill-ventilated, soon begin to suffer. Their brains become overcharged with venous, or unoxygenized blood, their minds become stupid, their nervous systems suffer from irritation, and they can neither think to acquire lessons, remember them when acquired, nor comprehend their meaning. Parents know how difficult it is to keep children quiet, at home or in church, and how natural it is for them to be active; yet they expect them to be kept still at school, and behave themselves, as it is termed, when stillness, except they become stupified by the foul air, is next to impossible. An effort should be made, therefore, to provide for children such school rooms as will secure for them fresh air, which is about the cheapest thing in the world, and which more than half the people seem studious to avoid.

HOME STUDY OFTEN PERILOUS.

Not only are children thus overtaxed with study under unfavorable conditions in school, but they are expected to take their books home, and many of them have to study till bed time. When they return to school they are confined as before. This, added to the previous home-study, soon completes the work of deranging their health, both of mind and body. Then the noon-day lunch is frequently composed of cake, or superfine bread and butter, or both, and they would perhaps scarcely fare better if they went home for their meal; and the result is, they soon develop dyspepsical tendencies, irritability, nervous exhaustion, heat of brain, and confusion of mind. It is not to be wondered at that children crave holidays and a vacation. It is natural for them to run, leap, struggle, and exercise in a thousand ways, in the open air, in the blessed sunshine. School rooms should, therefore, be constructed in such a way as to be light, airy, and roomy, with ventilation that shall change the air as often as need be, and sufficiently warmed for health and comfort, in such a manner as not to burn the vitality out of the air, or overheat the rooms.

SLAUGHTER OF THE INNOCENTS.

Pupils thus trained in school, surrounded by detrimental conditions, and pushed in their lessons, especially if they be of the

mental temperament, and therefore comparatively slender in constitution—and these are the ones that are most likely to be pushed, and thus to over-exert themselves—take a leading rank for a time in their studies, are very likely to go into a rapid decline of health and to early death; teachers and parents having thus combined to drive the growing children to self-destruction, through their over mental exercises and the usual lack of healthful bodily action. The brilliant pupils, cut down in the morning of life, with such eminent promise of future usefulness and distinction, of course are deeply mourned by all. The sorrowing friends are told at the funeral that “death loves a shining mark,” that “the Lord gave and the Lord hath taken away.” True, “the Lord gave and the Lord hath taken away” the brilliant loved one, the pet of the household, but as a penalty of violated law. Of course it was a sign of ignorance on the part of parents and teachers, and to this only is chargeable the death of the precocious child. It has been taken, not vindictively, but as a natural penalty for the infraction of physiological law; a law as easily understood as a thousand other matters which teachers and parents learn, and apply to the instruction and for the guidance of those under their charge. They are instructed in music, dancing, and drawing, in many games and accomplishments, and the same amount of study and effort would make them wise in the laws of health and life.

BOYHOOD AND MISCHIEF.

The burly, mischievous urchin who is too restless to study, and too full of fun and mischief to keep still, may retain his health passably well under the modes of management we complain of, for he can hardly be made to overstudy; and though he is the mischief-breeder of the neighborhood, and a pest to everybody except his forgiving mother, is not thus taken away by the Lord; and though he may violate all the canons of courtesy and good behaviour, he at least obeys one law, namely, that of exercise and abundant breathing, and refrains from overstudy; although he could be trained in such a way as to behave himself in the neighborhood, and to study in the school, and become an exemplary member of society, if he had a method of study and discipline in accordance with his constitution. But the precocious child, with great brain and mental temperament, placed in the

same school with this ruddy rogue, will study faithfully and break down, while the cheery, jolly boy will do as little as he can in school, and if he gets thrashed for his sportive recreations and deficient lessons, it is for him only another method of exercise; at all events, he does not break down in health.

When precocious children, under hot-house training, are called to untimely graves, the old heathen proverb comes in, "Whom the gods love, die young," and that may be a consolation to the mourners; but they should learn that God's laws which relate to physical health are just as firmly established in the order of the universe as the moral laws, and while we obey the one, we ought not to leave the other unobeyed; therefore it is little less than blasphemy to say that the Lord smites these little, slender children whom we virtually destroy by our wrong treatment.

CLOTHING OF CHILDREN.

In connection with bad air, little exercise, or that which is sometimes excessive, and the hot-bed method of mental training and excitement, by books and society, children are generally imperfectly clothed. The fashion of dressing boys with short pants, stopping above the knee, with stockings often thin and tight-fitting, with tightly laced boots, which constrict the ankle and impede the free circulation of the blood to the extremities; and also the dressing of little girls with skirts hardly reaching to the knee, with thin drawers and stockings, as the only means of protecting their limbs, is to be sincerely regretted and severely condemned. The fashionable boy will, of course, have a thick overcoat, muffler, perhaps a fur cap, with ear-pieces; and the girl will have a massive cloak, though short, a fur tippet and muff, but the poor limbs are not a fifth part warmly enough clad.

A man, the robust father of children thus dressed, will have thick, English knit drawers, stout cloth trousers, thick warm stockings, boot-legs to cover the limbs nearly to the knee, where the overcoat meets them, and even then he feels cold and desires Arctic overshoes, and a lap-robe in cold weather to wrap around his feet and legs. Men know what they want, and, if able, they will have it; but the poor children, with large and overheated brains, are so very wrongly clad that the blood refuses to visit the feet and lower extremities, and, of course, it rushes to the brain, lungs, and liver, and produces unhealthful congestions,

brain fever, tending to croup, diphtheria, and pneumonia, and, consequently, untimely death.

WHERE FASHIONS COME FROM.

Inventors of fashions and venders of patterns live in Paris, where grass remains green all winter, and though their styles of children's clothing would not be desirable even there, they are simply absurd and murderous in New York. and in all the regions north, where snow often falls to the depth of from two to four feet, and the thermometer ranges from zero to thirty degrees below. Occasionally we see a matron who dresses her children as properly as the short-dress method will allow. Her children are supplied with warm drawers to the ankle, thick woolen stockings, stout shoes which do not pinch the feet, and heavy leggins when they go out; and their fresh, healthy complexion, plump faces and hands, and their ample growth and good proportion are eloquent in praise of that mother's wisdom. Her children come to noble maturity, and "rise up and call her blessed," at least by their looks, strength, vigor, happiness and long life.

GENERAL DEFECTS IN TEACHING READING.

LEWIS H. JONES.

WITHIN a few years past great improvements have been made in our methods of teaching reading in our common schools, and, consequently, better results have been attained in this branch. In many of our better schools the influence of these methods is being felt in the better preparation of lessons in other studies. The habit of carefully analyzing each thought for the purpose of its oral delivery, assists much in the silent comparison of thoughts so necessary to the successful study of any subject. If correct teaching of reading were more common, teachers would less frequently have to answer for pupils the question, "What does this sentence mean?"

It is not surprising, however, that with these improvements some defects, unnoticed in the heat of enthusiasm, have crept

into the practices of our best teachers. It is to some of these defects I wish to call attention in this article.

Each spoken word comes, in time, to have a definite sound; or, we may say, that each word comes to have, by custom, a "spoken form," as well as a written—a form to be recognized by the ear as well as one to be recognized by the eye. The spoken word, equally with the written one, is the sign of an idea; but, in speaking, the peculiarities of this idea, together with its relations to other ideas in the same thought, are shown quite as much by changes of pitch, force, and quality of voice as by the position of the spoken word in the spoken sentence.

In conversation, these peculiar relations of the ideas in our thoughts are fully known to us, and the voice glides easily and naturally through the changes of pitch, force, and quality necessary to express both the ideas and their true relations.

Intelligent teachers have thought, therefore, that of the pupil could be made very fully acquainted with the thought of his author, and with the relations which the ideas composing such thought sustain to one another, he would be inspired, as in conversation, to express easily and naturally the full meaning of the thought. This theory is, I think, mainly true; but even intelligent teachers often fail in attempting to carry it out. I think I can show one reason, at least, for such failure, and, perhaps, suggest a remedy. Such teachers generally tell their pupils that in order to read well they must understand what they read, and in order to do this, they must learn the meaning of each unfamiliar word. The pupils, if they are obedient and accustomed to prepare lessons thoroughly, learn the meaning of the words from the dictionary or other source, and in recitation give those meanings as called for by the teacher. The teacher then, supposing that all understand the lesson, calls upon one to read and is surprised to find that he does not show a full comprehension and appreciation of the thought, and sufficient enthusiasm to express it clearly. The fact is, that the learning of the meaning of particular words is only one of a series of steps toward the full *appreciation* of a thought. The second step should be a process of *instruction* (instruere, to set in order, to build within), a *setting in order* of the ideas learned, a building of the thought within the mind of the pupil in response to well directed questions of the teacher. The third step is a brief meditation—very brief with children—on

this thought till its corresponding emotions are produced. If, under the influence of these emotions, the pupil fails to deliver the thought correctly, the teacher should assist him by reading for him and requiring the pupil to imitate such reading while he is, to some extent, under the influence of the thought which he is trying to deliver. Such a course is better than to confuse a pupil with further questions, at least till he attains a standard of taste which will enable him to better judge of appropriate and pleasing delivery.

Another defect, quite as fatal to success in teaching reading is lack of method in questioning, is the teaching of too frequent and violent changes of the pitch, or force, or quality of voice, without adapting these changes to the varying shades of meaning to be expressed. Pupils thus taught come to think that the greater the changes of voice, the more spirited and correct the delivery, until the reading of one is like a succession of thunder claps, and that of another little less than a succession of extreme vocal slides, and so on, *ad infinitum*. Now, since any given word spoken without emphasis represents an idea, and when spoken with an upward slide quite another, and with a different degree of force still a different idea, with entirely different relations, it may occur that such reading fails of giving the thought of the author, though each word be correctly pronounced. In fact, for pleasant, smooth reading, many words, some phrases, and even clauses, require to be spoken so as to attract as little attention as possible, while others demand frequent and delicate changes of vocal expression in order to show all the nicer shades of meaning which they hold.

A FEW THOUGHTS ON VOICE.

J. FRAISE RICHARD.

NO SUBJECT in English grammar is more imperfectly treated, and, per consequence, less generally understood than that of voice. Either the authors and teachers fail to comprehend and present the leading points involved; or students are remarkably obtuse in their perceptions; for it is lamentably true that three-

fourths of those licensed to teach in our common schools are unable to determine, with even ordinary certainty, whether a particular verb is in the active or in the passive voice.

At the risk of adding to the general confusion on this subject, we venture

A FEW DEFINITIONS.

1. A voice is a *form* indicating the relation of the subject to the verb.
2. The active voice is one in which the relation *originates* in the subject.
3. The passive voice is one in which the relation *terminates* in the subject.

ILLUSTRATIONS.

1. Active Voice.—The teacher bought a book. The child sleeps on the bed. The horse runs in the meadow. General Grant is President of the United States. The boy hurt himself.
2. Passive Voice.—The enemy was defeated. The clown was laughed at.

With these definitions and illustrations kept before our minds, it will not be difficult, we think, to discover the following

DISTINCTIONS BETWEEN THE TWO VOICES.

1. That which is plainly stated in the second and the third definitions.
2. The passive voice always contains some form of the verb *to be*, combined with a passive participle.
3. As a consequence of the last, the passive voice must always contain more than one word.
4. The passive voice is always accompanied by the preposition *by*, expressed or understood.
5. The natural order of the terms in the active voice is: Subject, verb, object; in the passive, the object (subject), the verb, the agent, following the preposition *by*. What in the active was the subject, in the passive becomes the agent, and what was the object becomes the subject.

We are doubtless prepared now to ask, and, we trust, to answer, the question: Have intransitive verbs voice?

With the minority, we are disposed to answer in the affirmative, and submit the following reasons:

1. Voice, like mode and tense, must be regarded as a general

property, applicable alike to both transitive and intransitive verbs.

2. Voice is a *form*, and as such can be applied as well to intransitive as to transitive verbs.

3. The definitions usually given by standard authors will apply as well to intransitive as to transitive verbs. Says Greene: "The active represents the subject as acting." In this light, runs, in the sentences, "The boy runs, and the boy runs the dog," is active, and hence has voice.

4. It is true all verbs are not equally active in form; this is no objection. All Caucasians are not equally white, and yet we do not, on that account, reject all who fail to come up to the highest standard of whiteness.

In concluding this article we desire to call attention to a mistake made by our leading grammarians, viz., a failure to distinguish the passive voice from the combination of the verb *to be* and an adjective. Let us take a few examples: "My book is torn;" "The world was created;" "The mouse was caught;" "The lesson was studied."

Whether the form, in any case, is the passive voice or simply the combination of the verb *to be* and an adjective, depends upon the thought to be conveyed. Take the example, "The mouse was caught." If I say, "when I reached the trap the mouse was caught," I call attention to the condition of the animal at a particular time. In other words, it was a caught mouse. If I say "the mouse was caught by the trap just as I arrived," I call attention to the act, not to the condition. In the first instance caught is an adjective; in the second, a verb.

With this principle before us, it is difficult to see how "is torn," in the foregoing example, is in the passive voice. "Torn" describes the book, and is plainly an adjective. "Was created" is just as ambiguous as "was caught." In the sentence, "the world was created in six days," "was created" refers to the act of making, and is a verb; but in the sentence, "the world was created before man appeared," "created" may be an adjective.

In all such cases the thought to be expressed must determine the part of speech.

NORTHWESTERN OHIO NORMAL SCHOOL, ADA, O.

SOME OF THE SUBJECTIVE ENEMIES AND FRIENDS
OF SCHOLARSHIP.

C. W. HODGIN.

ONE may possess a vast number of facts; he may have read all that has been written in literature; he may have lingered long in the cell of the philosopher; he may be familiar with every stratum of the earth's crust, and have penetrated to its seething, fiery center; he may have traveled from pole to pole, have scaled the loftiest mountains, and dived to the lowest depths of the sea; he may know the combining number of every element in nature, and be familiar with the wonder-working laws of chemical affinity; he may have followed the lead of the microscope into the minutest crevice of the tiniest crystal, or have soared to the very confines of the universe on the wings of the telescope, and yet not be a scholar in the highest and truest sense. He who knows thoroughly one thing, and can make his knowledge serve a useful end, is a better scholar than he who, knowing a hundred things, has not the practical wisdom to use one of them.

Knowledge is defined as "the sum of what is acquired by study, the facts and relations learned by the various operations of the intellect;" wisdom is the practical common sense which uses knowledge as the means for the accomplishment of right ends; and both knowledge and wisdom are essential to true scholarship.

Knowledge is the acute smell, the delicate taste, the sensitive touch, the hearing ear, the seeing eye; wisdom is the active brain receiving and correlating the impressions into distinct forms. Knowledge is the pencil, the colors, the easel, the canvas; wisdom is the ready artist, who, in these materials embodies the loveliest ideals. Knowledge is the marble block, the chisel, the mallet; wisdom is the sculptor, bringing from the shapeless mass the speaking form. Knowledge is the stone from the quarries about Jerusalem, the cedars of Lebanon, the gold of Ophir, the Tyrian purple; wisdom is the skillful Hiram who constructs therefrom the magnificent temple of Solomon. Knowledge is

the blossom, wisdom the fructifying principle, scholarship the ripened fruit. Knowledge is always

"The material with which wisdom builds,
'Till smoothed, and squared, and fitted to its place,
Doth but encumber whom it seems to enrich."

Some there are who possess much knowledge, but few who have with it the wisdom to use it in the accomplishment of right ends.

Since wisdom, as an element of scholarship, selects *right* ends for the application of knowledge, there is implied, as a basis for true scholarship, a high degree of moral, as well as mental, excellence. But moral excellence is manifested in behavior. Here we see the intimate, the *necessary* relation of behavior to scholarship. It is because of this relation that our school law makes it a part of the duty of every teacher in the common schools of the State to give instruction in good behavior; and it is the business of every student to possess himself of habits of good behavior, that he may acquire scholarship.

The enemies and friends of scholarship may be grouped together under the one general name, *habit*.

Habit is defined as a subjective, or internal principle, which leads us to do easily, naturally, and with growing certainty, what we do often. Those habits, therefore, that are opposed to the acquisition of true scholarship, may properly be called its *subjective enemies*; and those that contribute to such acquisition, its *subjective friends*.

Some poet, whose name I do not know, says:

"Habit, at first, is but a silken thread,
Fine as the light-winged gossamers that sway
In the warm sunbeams of a summer's day;
A shallow streamlet, rippling o'er its bed;
A tiny sappling, ere its roots are spread;
A yet unhardened thorn upon the spray;
A lion's whelp that hath not scented prey;
A little smiling child, obedient led.
Beware! that thread may bind thee as a chain;
That streamlet gather to a fatal sea;
That sappling spread into a gnarled tree;
That thorn, grown hard, may wound and give thee pain;
That playful whelp his murderous fangs reveal;
That child, a giant, crush thee 'neath his heel."

Habits of fickleness are among the greatest enemies of scholarship. The friends opposing these, are habits of stability, or steadfastness. The word *fickleness* comes from an Anglo-Saxon word which means to *touch lightly*. The word *stability* is from a Latin word which means to *make firm, to cause to stand*.

The fickle student begins many things, but touches them all so lightly that none of them stand firmly; he does not dwell long enough upon anything to lay a good foundation, and build thereon a solid superstructure before a class is formed in some new subject which he is very anxious to study; but in order to take it up he must drop something already begun, and by the time he returns to the first, what he had partially learned is wholly forgotten, and his time and energy have availed him nothing of value. The stable student lays carefully his foundation of good material, plumbs and squares the superstructure, takes time to see that all parts are properly dovetailed into each other, forming an edifice of permanence and beauty.

"A rolling stone gathers no moss;" no more does a student gather scholarship who rolls through a course of study, dropping one unfinished study to take up another, and that for a third, and so on to the end.

Of all the students who enter our normal schools, colleges and universities, not six per cent. ever graduate. They come with no well-defined or settled purpose, the least opposing circumstance discourages them, and they turn their backs upon school to hurry unprepared into some business or profession, to reap failure and bitter disappointment. One of the oldest and shrewdest business men of New York City, who has watched with an eagle eye the business men of that metropolis for half a century, says, "Not less than ninety-five per cent. of all the young men who begin business there fail, not for lack of capital, nor because there is not business to be done, but because they do not *know* their business; they have not a thorough knowledge of the principles underlying their operations, nor the wisdom to apply them. They were too fickle to serve the necessary apprenticeship which would fit them for the successful prosecution of their business."

I would not be understood that graduation from a college is necessary to the achievement of scholarship; we have many

bright examples to the contrary; but a clearly defined and settled purpose, and stability in the accomplishment of that purpose are necessary; and a thorough course of study in some good institution of learning is an excellent auxiliary.

THE HIGH SCHOOL PROBLEM.

T. P. CHARLTON.

I NOTICE with regret that in many parts of the State the opposition to the common school system is assuming a new form and is directing its attack upon the most vital part of the system, viz., the high school.

For years the enemies of free schools opposed the system as a *whole*, claiming that it was unjust and expensive. Foiled in this, they, two years ago, rallied their forces and repealed the county superintendency law. Encouraged by their success in that measure, they now assail the high school as a useless appendage, and I have been astonished to see such a feeble defense made by the friends of higher education.

There is nothing gained by tampering with this old enemy, who, for a quarter of a century, has attempted to check the wheels of progress in Indiana, but much to be gained by a vigorous defense. It is folly to use smooth words to characterize this movement. They are pleased to call it "Economy," "Reform," "Retrenchment," etc. They demand the reduction of teachers' salaries, and say nothing about the salaries of county and city officers, which are from five to ten times as great. They would turn out the children of Indiana from the school rooms before they can read well in the Fourth Reader, or understand arithmetic sufficiently well to apply it to the simplest affairs of business. They deny that there are any advantages resulting from high schools. In view of this position, taken by the enemies of education, every teacher should be prepared to meet them with arguments deduced from facts.

I submit the following benefits of retaining the high school as a part of the school system:

1. It keeps pupils in school several years longer, thus more fully fitting them for the duties of life.

2. It acts as a constant stimulus upon the lower grades, which alone is worth all its costs.

3. It educates the children of the poor, who would otherwise remain in ignorance.

4. It avoids the danger and expense of sending our young people abroad to acquire education.

5. It enables pupils to pursue their studies under the watchful care of parents, and surrounded by the refining influences of the home circle.

6. It is necessary for the completion of the legal branches.

7. It every year sends into society well trained men and women, who exert a most salutary influence upon those still in school.

8. It educates a great majority of our best teachers.

9. It gives reputation to schools, thus increasing their popularity and usefulness.

10. It furnishes the State well qualified citizens, and elevates the standard of scholarship in society.

Other reasons might be enumerated, but the foregoing suffice to show the absolute necessity of the high school to the welfare of society. I have observed that those who are educated under the auspices of the State make more loyal citizens. I do not think that our high schools should be mere feeders of the colleges. They have a far higher work. At least nine-tenths of our high school students will never enter college, and the course of study should be adapted to their wants. At the same time I rejoice that the State University is now connected with the high schools of the State, as it accommodates those who wish to take the college course.

I believe it to be the best policy of every town of a thousand inhabitants to establish a high school. True, the course of study cannot be as extensive as in the cities, still they can do a good work, and if they do good work they may expect a good patronage from the country districts. The public schools of Indiana are now prosperous. Take away the high school and you take from them all their vigor, and restore the era of the "three R's."

Then let every teacher stand firm by the high school as the crowning glory of the school system.

VINCENNES, IND., July 3, 1876.

A CENTENNIAL COLLOQUY: NOW AND THEN.

S. H. WEIDEMEYER.

1776. "How I should like to have gone to school then! No long lessons in chemistry to be learned; we would have had scores of pages less of natural philosophy and history, and only thirteen States to bound."

1876. "But remember the cold school houses where you would have literally spent the day, the uncomfortable benches, and the poor, half-paid master, whose most arduous duty was mending pens; and whose most effective arguments were the fool's cap and the ruler."

1776. "They had steel pens then."

1876. "Yes, at thirty-three dollars per gross."

1776. "You refer to the ordinary district school, forgetting that Harvard and Yale were then already old."

1876. "Speaking of uncomfortable school houses reminds me that stoves were not used in churches till about thirty years ago, and then the conscientious had serious scruples about their propriety. Imagine a congregation walking into church, each individual carrying a foot-stove!"

1776. "Yes, but now that churches are so much more comfortable than formery, we are less punctual in our attendance. People used to be fined for absenting themselves from church—what a debt some now-a-days would owe!"

1876. "A minister's life in 1776 was infinitely harder than now. People regarded him as superhuman, and he must have been, to have lived well on a hundred and fifty dollars a year; to have watched carefully over his flock; to have led innumerable weekly prayer meetings; to have given two long sermons Sunday, and a lecture in the evening, besides being leader of the choir; and the minister's wife—every one knows what an overworked, gentle, uncomplaining saint she was!"

1876. "How could the congregations enjoy such music as they used to have? The bass-viol and untrained voices of the choristers could not compare with our modern quartette choirs."

1776. "It seems to me better to have less scientific, and more soul music. Cultivated voices are delightful at a concert hall; but in church, where we go to worship, each one should join in the singing."

INDIANA SCHOOL JOURNAL.

"The great musical advantages the public now have!—
improvement upon the harpischord; in-
struments is within the means of all; and
band could compare with Thomas's well

But where is the modern musician who can compare
with master Beethoven? A century ago he was liv-
ing in Germany."

"Yes; but if he did compose, he could hardly play his
symphonies, and his symphonies were like so many hieroglyphics
to the public mind, till Thomas made us familiar with them.

1876. "If the people used to abuse their ministers, they suf-
fered enough from their family physicians to atone for it. Their
drugs were sufficient to produce perpetual headache; their prac-
tice of depriving the sick of fresh air and water was a serious
mistake, while bleeding was simply barbarous."

1776. "Give me a dose of old-fashioned bitter medicine, and
I recover; I haven't faith enough to get well on your modern
pellets and the hundredth dilution of the two hundredth potency,
which seems to me like throwing a bottle of salts into the Charles
river, and then calling its waters medicinal!"

1776. "If the older people had fewer recreations than now,
the young people enjoyed life. The husking and May parties,
the apple bees—where are they? Even Valentine is a saint of
the past, and no longer the messenger of true lovers."

1776. "In these days young people leave home for a party at
nine o'clock in the evening, dance till three, and sleep all the
next day to rest themselves. In the good old times people were
more sensible. Public dances were advertised to begin precisely
at five o'clock, and to be abroad at a private party after nine was
an exception upon which the best society frowned."

1876. "People used to be too matter-of-fact. There is no
spice about a daylight party, and such unromantic ways of court-
ing as they used to have—real Barkis and Peggoty affairs! I am
sure I prefer moonlight walks and French bonbons to a chimney
corner tete-a-tete, with once in a while the delicate attention of a
bouquet of sunflowers and sweet Williams."

1776. "For all that, there were fewer unhappy marriages
then than now. The long time necessary for preparation gave
opportunity for reflection, and the custom of publishing the pro-

posed marriage several weeks beforehand, gave friends an opportunity to oppose the match or forever after hold their peace."

1876. "Think what a great invention modern photography is! Several persons can be taken at a time, and so quickly that a late view of Broadway gave the nails in the sole of a boy's boot as he ran down the street. Our grandmothers had to go, day after day, to the artists' to have their portraits painted—a tiresome duty and a discouraging one, as the picture usually was stiff, and bore but little resemblance to its original."

1776. "Though not the best of likenesses, our family portraits look down on us from their places till we learn to love them for themselves. Grandmothers and grandfathers live again, and many a venerable ancestor would be forgotten but for his place on the home walls."

1776. "Dr. Holmes says, in his charming picture of Dorothy Q.:

'Who the painter was none may tell;
One whose best was not overwell.
Hard and dry it must be confessed;
Flat as a rose that has long been pressed.
Yet in her cheek the hues are bright,
Dainty colors of red and white—
Look not on her with eye of scorn,
Dorothy Q. was a lady born.'

1876. "There are, we see, advantages and disadvantages, good and bad in everything, and though we cannot agree with you that we prefer to have lived one hundred years ago, we do say that if not ourselves, we would rather be our grandfathers."

1876. "We reverence the noble men and women who made us free. We owe to them our homes, our country, our very existence. It would be strange if, in the lapse of a century, improvements and discoveries had not been made. We would not now willingly sever the ocean cables, or tear up the railroads in the country to live as our ancestors did; yet in many ways we delight to learn from them. We wear a modification of the old dress, and call it graceful; congregational singing is again popular; modern houses are built with old-fashioned fireplaces, surrounded by Dutch tiles; old clocks are too valuable to be purchased, and our grandmother's china is precious as gold."

1776. "A hundred years hence others will celebrate this Centennial as we now commemorate it, when they shall meet as we now meet; so surely as they shall see the blue summits of our native mountains rise in the horizon: so surely as they shall behold the rivers still flowing toward the sea—so surely may they see, as we now see, the flag of the Union floating on the top of the Capitol; and then, as now, may the sun in his course visit no land more free, more happy, more lovely than this our own, country.—*N. E. Journal of Education.*

OFFICIAL DEPARTMENT.

CIRCULAR OF INFORMATION NO. 10.

CONCERNING COUNTY SUPERINTENDENCY.

OFFICE SUP'T. PUBLIC INSTRUCTION,
INDIANAPOLIS, July 20, 1876.

The following circular of information has been prepared in answer to a large amount of correspondence in relation to the status of the county superintendents.

The Supreme Court, in the case of The Board of Commissioners of Marion County vs. Walter S. Smith, has declared the act of March 9, 1875, commonly known as the act amending the county superintendency law of 1873, to be unconstitutional, in the following words, viz:

THE BOARD OF COMMISSIONERS OF MARION COUNTY,
vs.
WALTER S. SMITH.

From the Marion Superior Court. BUSKIRK, J.

The appellee presented to the appellant his claim for services rendered by him as county superintendent. The claim was disallowed. Appeal to Superior Court, where the claim was allowed.

It is conceded that the judgment should be affirmed if the act of March 8, 1873, amending sections 33, 37, 39, and 43, of the common school law of March 6, 1865, is still in force. On the other hand, it is admitted that the judgment must be reversed if the act of March 9, 1875, purporting to amend the same sections of the school law, is valid.

The act of 1873 amended certain sections of the school law of 1865. The sections amended ceased to exist, and were not subject to amendment. The act of 1875 should have amended the act of 1873. The question was recently very fully considered, and decided adversely to the appellant. *Blackmore vs. Dolan*, 50 Ind. 194. See *Buskirk's Practice*, 172.

The judgment is affirmed with costs.

The various questions which have been sent to this department concerning this decision, are answered as follows:

1. Does this decision of the Supreme Court in itself oust the present county superintendents, who were appointed under the act of 1875 by the county commissioners?

Answer.—No. This decision of the Supreme Court is not a judgment of ouster. If the acting superintendent has had peaceable possession of the office he is the *de facto* superintendent, and cannot be ousted except by decree of a court of competent jurisdiction, or by the appointment of his successor.

2. Are the acts of a superintendent, who has been executing the law of 1875, valid?

Answer.—A county superintendent, appointed under the act of 1875, is an officer *de facto*, but not *de jure*; hence, as far as the public is concerned, his official acts are valid, done as a *de facto* superintendent.

"The law has provided abundant means by which an officer *de jure* may become such *de facto*, against another person who wrongfully holds possession; but the public are interested that, while such litigation is pending to settle the right, the functions of the office shall continue to be exercised, in order that the public business may be done. To this end, it is a rule of plain common sense, as well as of law, that the officer *de facto* shall act until he shall be ousted." 23 Ind. 449.

3. Does this decision of the Supreme Court, in itself, place the office in the hands of the former superintendent?

Answer.—No. The decision does not of itself reinstate the former superintendent. The former superintendent may have removed from the county, or may have in other ways abandoned the office; and a man who has abandoned an office and goes out of possession of the same, cannot afterwards reclaim it. 19 Ind. 356; 21 Ind. 516. The decision, however, establishes a rule by which the lower courts must be governed in deciding the right of any claimant for the office. Each case must be determined upon its own individual merits. To repeat, this decision does not, of itself, give the former superintendent any right or title to the office. The rights of each superintendent can only be determined and enforced by a suit at law.

4. Has the county auditor the right to call the township trustees together for the purpose of electing a new superintendent?

Answer.—Yes. A county auditor may call the board of township trustees together under the statute, and they may appoint a county superintendent *de jure* as against the superintendent *de facto* in possession. But the acts of the latter will be valid, as far as the public is concerned, until he shall have surrendered to the *de jure* superintendent, or shall have been ousted by a judgment of a court.

In this case there is a vacancy in *law* but not in *fact*. A vacancy in

law justifies a county auditor in calling trustees together for the purpose of filling the vacancy.

5. Can persons who were appointed superintendents under the act of 1878, claim one dollar in addition to the three dollars they have already received for services rendered since the act of 1875?

Answer.—Yes.

6. Can they charge the county four dollars per day for time which they have spent in examining teachers, and for which service they have received one dollar from each of the teachers so examined?

Answer.—Yes.

7. Can the teachers who have paid one dollar to such county superintendents for examination since the passage of the act of 1875, recover the money so paid?

Answer.—Yes.

8. Should county superintendents now act under the law of 1875?

Answer.—Yes. The county superintendent should now execute the law of 1878, and disregard all the amendments contained in the act of March 9, 1875.

9. Could a former county superintendent who instituted suit to recover possession of the office, now in the hands of the *de facto* superintendent, and who succeeded in his suit, hold the office against a superintendent subsequently appointed by the township trustees?

Answer.—He could not. I therefore think it would be unwise to commence such a suit, because the township trustees could settle case long before the suit could be determined.

JAS. H. SMART,
Sup't. Public Instruction.

In the June official appears this paragraph, viz: "The former superintendent has no right or title to the office whatever, and the present incumbent should hold the office until his successor is duly elected and qualified."

This paragraph should, of course, be taken in connection with the previous one, the opinion being that "*if the former superintendent turned over the office to the present superintendent voluntarily, and has made no contest before the courts for it, the former sup't. has no right,*" etc.

EDITORIAL

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

IF you do not get your Journal by the 15th of the month, write at once.

IF you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

IF this number of the JOURNAL is a little late, and contains more mistakes than usual, our readers will be charitable on the ground that it has been edited at long range, the editor being in Philadelphia, "doing" the Centennial.

CONSOLIDATION.—The Northern Indiana Teacher has been purchased and merged in this Journal. The "Teacher" has been an excellent paper, and its editors, Mr. and Mrs. Ford, will be kindly remembered by its readers, and by those who have met them at Teachers' Institutes. The JOURNAL will be sent to all subscribers to the Teacher for the unexpired term of their subscription. If, in any instance, a teacher is subscriber to both papers, the time will be extended so as to cover the unexpired time of both.

Mr. Ford submits the following:

To the Patrons of the Northern Indiana Teacher:

For several months I have been in charge of a daily and weekly newspaper, which has compelled me to reside outside of Indiana. I am thus unable to do full justice to the editorial management and publication of the *Teacher*, and think it best for all concerned that it be consolidated with that sterling educational monthly, the INDIANA SCHOOL JOURNAL. I therefore take pleasure in announcing that the subscription list, goodwill, and business of the *Teacher* have been transferred to Prof. Bell, of the JOURNAL, who will see that all our obligations to subscribers are fully met. In taking leave of the work in Indiana, I desire to express grateful thanks for the almost uniform courtesy and kindness with which the *Teacher* and myself, personally, have been treated.

HENRY A. FORD.

KALAMAZOO, MICH., July 25, 1876.

THE SPELLING REFORM.

The National Teachers' Institute at Philadelphia, the National Association at Baltimore, and the American Philological Association at New York, have all, at recent meetings, had under consideration the propriety of reforming the spelling of English. So great has been the interest taken in the matter by both Americans and foreigners, that an international congress is called to consider this subject alone, to be held at Philadelphia, Aug. 14, 15 and 16. Foreigners who have been studying English and trying to learn to speak it, manifest an unusual interest in the discussion.

The tendency of these discussions seems to be to the effect that the present alphabet, with but few slight changes, should be retained, but that each letter, or combination of letters, should have but one sound, and that, aside from these combinations, all superfluous letters should be dropped. According to this suggestion, *a* would have its usual short sound as in rat, long *a* would be always written *ai* as in aid, and *au* for *a* as in all; *i* always short as in it, long *i* always written *ie* as in pie; *o* always short as in on, long *o* always written *oe* as in foe, etc. In this way *forty* out of the forty-six elementary sounds in English can be formed without the introduction of any new characters.

Professor W. D. Whitney reported the following resolutions to the American Philological Association, which were discussed by Mr. E. Jones, of Liverpool, England, and others:

1. The true and the sole office of alphabetical writing is faithfully and intelligently to represent spoken speech, so-called "historical" orthography being only a concession to the weakness of prejudice.

2. The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound.

3. No language has ever had, or is likely to have, a perfect alphabet; and in changing and amending the mode of writing a language already long written, regard must necessarily be paid to what is practically possible, quite as much as to what is inherently desirable.

4. To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, and as having a sacred character in themselves referable to others. All cogitation and all definite proposals of reform are to be welcomed as far as they work in this direction.

5. An altered orthography will be unavoidably offensive to those who are first called upon to use it, but any sensible and consistent new system will rapidly win the hearty preference of the mass of writers.

6. The Roman alphabet is so widely and firmly established in use among the leading civilized nations that it cannot be displaced in adapting it to improved use for English. The efforts of scholars should there-

fore be directed towards its use with uniformity, and in conformity with other nations."

While we admit the force of the arguments that with the reform children can be taught to read and spell in one-tenth the time now required to accomplish those feats; that with the present system no one can be certain of the orthography of a word that he has simply heard pronounced, or certain of the pronunciation of a word that he has simply seen and never heard—while we admit many and great inconsistencies in the orthography and orthoepy of our language, and can see clearly many advantages in the reform, yet we confess that we have no faith in the practicability of a speedy radical change. All changes of this sort must be made gradually. Language is not made; it *grows*. The changes made in the English language since the year 1860, are scarcely less than the changes now required to effect the proposed reform, and yet they have been so gradual as to be almost imperceptible, except when taken for a period of years. Because the English language has been more than five hundred years in reaching its present condition, it must not be concluded that it is not capable of much more rapid growth in the future. The coming century, with all its facilities for improvement, will be able to accomplish more than the past five centuries. Therefore, while we have no faith in any speedy or radical reform, we have faith in gradual reform and final success; and we have unbounded faith that agitation will facilitate reform, and that out of honest discussion ultimate good must come.

SPESIMEN OV SPELLING BY SOUND WITHOUT NEW LETTERS.

Professor Whitney on the Present Orthography.—"English orthography violaites the true ideal ov the relaishon ov riten langwajj to spoeken, and ov an alfabetic moed ov rieting. Tu thoez hoo hav never lookt intu the subject, it may seem that a foenetic spelling, giving wun sien tu every sound and wun sound tu every sien, is a rued and simple devies, which an enletend injenuity miet wel enuf be tempted tu enrich and adorn by mixing it with elements ov hier significanz. But the stuedent ov langwajj noes that the cais iz far utherwiez; that an alfabet iz the flenal rezult ov sentureez, even aijes, of educaishon and practis in the ues ov riten caracterz. Az a^hhistorical fact, rieting began, not with representing spoeken langwajj, but with trying tu doo over again whot langwajj duz—to put occurrensez and iedeaz directly befoer the miend by intelijibel simbolz. Only laiter, and by an indirect proses, were men brot tu see that, having aulredy producest wun sistem ov meenz, naimly, wurdz for bodying forth thot and nolej, it woz needles tu deviez anuther and independent wun for the saim purpos; that ther riten tung miet best undertaik simply tu plais befoer the ie [eye] ther spoeken tung. The grait step tord the perfecshon ov rieting wos taiken when it wos fuily subordinaited tu speech, and maid tu repreesent the naimz ov thingz instead ov thingz themselvz. But even this brot it out ov the puerly pictorial intu a

hieroglific staj, wher it long continued, awkward and unmanajabel; and another difficult and protracted proses ov development woz necessary, in order tu impart tu it a fonetic carактер, so that it shud signify wurdz no longer by simpel indivisibol simbols, but by carактерz representing soundz.

NORMAL INSTITUTES.—The large number of normal institutes held this summer is a good indication. The fact that more are being held this year than ever before, indicates that there is a growing demand for better qualified teachers, and that teachers are recognizing this truth and are disposed to take the required advanced step.

Institutes, a week in length, are good—are indispensable—nothing could take their place; but in the brief space of five days not much can be done beyond stating and illustrating briefly, methods and plans for instructing and managing schools; but when the time is lengthed to four or eight weeks, principles can not only be stated but drilled upon and practiced upon, and, in addition, much academic instruction can be given, and much done in the way of general reviews.

At least three thousand teachers will receive instruction in "normals" this summer, and as they go out with their new ideas and new strength, into the county institutes, the township institutes, and their own schools, the good results to the schools of the state can hardly be estimated. Let it ever be borne in mind that the teachers make the schools, and that the schools will advance in character and efficiency just in proportion as teachers become educated and skilled in their work.

KINDERGARTEN WORK.

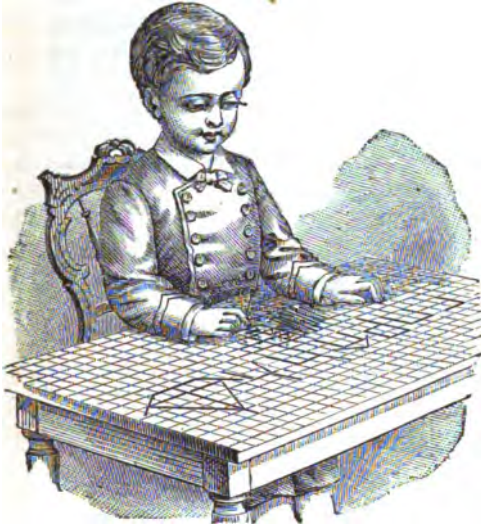
The JOURNAL has given place to a number of articles, the past year, on the subject of Kindergartens. Its object has been to give its readers some adequate conception of this important branch of primary education. That Kindergartens can, at present, be established and made a part of our public school system, is a question that admits of grave doubts; but that many of its underlying principles, and some of its characteristics, may be applied and utilized in all our primary schools, is a certainty, in the minds of all who have given the subject thought.

These principles and "occupations" of the Kindergarten can be utilized not only in the school room but at home; in fact, most of the "*gifts*," as Fröbel calls them, are intended for children under the school age. The accompanying cuts represent children engaged at Kindergarten work. No 1. shows a child engaged at *stick-laying*; No. 2., at *drawing*; No. 3. at *perforating*; and No. 4. at *weaving*. These "occupations" serve, in a degree, as a substitute for toys, dolls, and the like, and "are invaluable as a means of acquiring manual skill, artistic taste, and a love of study."

We do not hesitate to urge upon all who are in any degree interested in the early education of children (and who is not?) the careful study of this Kindergarten system.

For any book on the subject, or for the "gifts" or "occupations," send to E. Steiger, N. Y., who kindly furnishes us the following "cuts." If you do not know what you want, send for catalogue giving particulars.

No. 1.—Stick-laying.



No. 2.—Drawing.



No. 8.—Perforating.



No. 4.—Weaving.



AN EXCELLENT EXHIBIT.

It is not our present intention to enter into details as to the merits of any of the educational exhibits at Philadelphia, but after having seen for ourselves, we cannot refrain from saying that Indiana's exhibit is one of which every Indianian may well feel proud. We do not say that it is the *best*, but we do say that it is one of the best. Having spent a month at Philadelphia, and having taken special pains to learn the opinions not only of people from our own state, who are supposed to be, in some degree, biased in their opinions, but of disinterested residents of other states, we feel entirely safe in asserting the opinion that were people who have visited the educational departments of all the states called upon to name the best four, ninety-nine out of every hundred would include, in the four, Indiana; and that were they called upon to name the best *three*, nine-tenths would include Indiana; while the number who place Indiana *first*, is by no means small.

A regular correspondent of the New York Tribune speaks thus of the Indiana school exhibit at the Centennial: "The Indiana Educational Exhibit, in the south gallery of the main building is a thorough and well arranged display of the work of the common schools of the state. It is not a mere collection of apparatus purchased or contributed for the occasion, nor is it simply a conglomeration of examination papers taken from the children of the schools. It is designed to show, first, the origin of the school system; second, the progress made during the last twenty years; third, the system as it now stands, including statistics, public and private institutions, school officers, school architecture, school and general literature, and a great variety of school work from the hands of not less than 15,000 of her children and youth. The design was not only to exhibit to the inquirer a complete showing of the school system and its products, but also to present them in such an attractive and graceful manner as would not fail to win the attention of the casual observer as well as that of the statistical student. To this end the high partition in front of the alcoves of the gallery was taken down, thereby enabling a freer circulation of air and also a greater space for the exhibition of a great variety of beautiful banners, charts, and cases by which the system is illustrated. In these respects the Indiana exhibition is unique, differing from every other one in the Exposition. Of the peculiar methods of showing school work, I notice a volume of phonographic reports of class work, where questions and answers are shown as they were delivered by teacher and pupil in daily recitations; again, the work of the little ones, as shown by photographs of slates and of blackboard writing and drawing that are admirably done. The photographs and drawings are ingeniously exhibited upon cylinders covered with glass cases and upon endless chain cases, admirably arranged to be viewed, and, at the same time, to be protected from the dust. Another peculiarity of the Indiana exhibit is found in its admirable classification, which is shown by a printed

catalogue. The exhibit is made by the State Board of Education, under the supervision of its president, James H. Smart."

We met Prof. Hoss on the Centennial grounds, and asked him to make a very careful examination of the educational departments, and then give us his opinion. He sends the following:

"You asked my opinion of the Indiana Educational Exhibit at the Centennial. Stated, in brief, it is my opinion this exhibit does honor to Indiana. Her lower schools rank high. This exhibit, and a few years more such work as has been done within the last ten or twelve, will, I trust, remove occasion for criticism of Indiana schools and education. I hope we shall not longer hear talk of *them ar Hoosiers down in Ingiana.*"

GEORGE W. HOSS."

We met a city superintendent of New York, on a Hudson river boat on his way home from the Centennial. Upon learning that we were from Indiana, he volunteered the statement, "Indiana has carried off the palm in its educational display at the Centennial."

Mr. E. Jones, of Liverpool, England, who takes special interest in art education, in a public speech before the National Teachers' Institute, in Philadelphia, said that Indiana led all the states in drawing. A Massachusetts man said, "certainly the gentleman has not seen the exhibit in the east end of the Hall," referring to Massachusetts. Mr. Jones afterwards made a careful examination of the display from Massachusetts, and reported that he had no occasion to change his mind, so far as common school work was concerned.

The following has just reached us from an Ohio superintendent:

"The school exhibit of Indiana, at the Centennial, was so far ahead of other states, * * * that our Ohio teachers were amazed. Indiana is believed, by all stay-at-home teachers, to be far behind Ohio. The exhibit has changed their minds. This, sir, is from a Buckeye, who has lived here twenty-five years. Indiana is ahead."

We make these statements not in any boastful spirit, but with a view of inspiring Indiana people with confidence in themselves. Indiana has so long rested under a cloud educationally, that not only Eastern people but native Hoosiers are slow to believe that anything good (in the way of schools) can come out of Nazareth (Indiana). The fact that Indiana has been able to make an exhibit that compares favorably with those of Massachusetts, Pennsylvania, Ohio, Illinois, and other leading states, especially when we remember that each of the states named above was aided by liberal appropriations from its Legislature, and Indiana had not a dollar from such a source, gives great occasion for rejoicing.

Of course teachers visiting the Centennial will not fail to spend some time in Indiana's Educational Department, and we wish to suggest to them the propriety of urging their friends who are not teachers to do the same thing. Much can be done for the cause of education in this way.

WE have just finished reading Pres. White's inaugural address, delivered at Purdue University at its recent commencement, for the third time, with a view of determining what parts to reprint (we have not space for it all), but feel unable to make a selection. It is all good, and all parts about equally good. So we have concluded to make a few short statements and extracts, and ask those who are interested in the institution and its new plan of organization, its course of study, etc., to write to Mr. White at Lafayette and he will send them the address in full, as the Board has ordered it to be printed in pamphlet form.

After discussing the general plan of agricultural and scientific schools, what they are doing and what they are attempting to do,—what other colleges are doing and what they might better do, he concludes that colleges and so-called universities would do much better work and serve the cause of education more truly if, instead of attempting to cover a great deal of ground and play "university," they would restrict themselves to what they can do well. He says:

"It is better to teach a few applied sciences well than to teach many in a superficial manner. The interests of education would be subserved if the work in all our higher institutions were narrowed to what they can do creditably. Too many good academies have been spoiled by an attempt to be colleges, and not a few useful colleges have been spoiled by an ambition to expand into universities.

"The country undoubtedly needs a few first class universities, but it needs quite as much, if not more, a few secondary schools and colleges, each doing its legitimate work, and doing it well. The few universities needed are not to be formed by rolling together our high schools, academies, literary and scientific colleges, and technical and professional schools, but by creating institutions which shall crown and supplement these by worthy courses of more advanced instruction.

"What the interests of higher education most imperatively demand is not so much a consolidation of our schools and colleges as their proper classification and adjustment—the confining of each to the work which it can do creditably and thoroughly with the resources at its command.

"Purdue University, as reorganized, will embrace three departments, designated as follows: First, the University Academy. Second, the College of General Science. Third, Special School of Science and Technology."

THE OFFICIAL this month will be of special interest to county superintendents. The State Superintendent prepared his answers to questions with much care, and, that there might be no mistake, submitted them to the Attorney General and to one of the best law firms (Baker, Hord & Hendricks) in Indianapolis, so there can scarcely be a doubt as to the correctness of the law questions involved. The Superintendent does not advise it, but it would surely be the *safest* course for the trustees to settle the matter, especially in those counties in which the present superintendents are not their own successors.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1875.

ARITHMETIC.—1. Define ratio and proportion. Illustrate each.

2. Define customs, tare, specific duty, and *ad valorem*.

3. Write a negotiable note for \$801, at 8 per cent. per annum, and find the amount of it, 1 year, 2 months, and 18 days from date of the note.

4. In what are denominate numbers and simple numbers alike? In what do they differ?

5. Give a rule for addition which applies alike to simple numbers, denominative numbers, decimal fractions, and common fractions.

6. What is the smallest sum of money that may be made up of either 2-cent, 3-cent, 5-cent, 10-cent, or 25-cent pieces?

7. There is a square field containing 10 acres; what distance is its center from each corner?

8. I sold a watch for \$42, and lost 18 per cent. What was the cost? Work the problem by analysis.

9. Define a square, a parallelogram, cylinder and pyramid.

10. A cylinder is 3 feet in diameter and 8 feet high; how many cubic feet does it contain?

GEOGRAPHY.—1. What is an ocean? Mention four.

2. How are the political divisions of the world classified as to mode of government?

3. How much of the earth is illuminated by the sun's direct rays at one time?

4. What are the most extensive mountains in Great Britain?

5. What are isothermal lines? Why do they not coincide with the parallels of latitude?

6. What wild animals abound between the Mississippi river and the Rocky Mountains?

7. Where do maize, cotton, rice, and the cocoanut tree grow?

8. Define current and river. Mention two great ocean currents.

9. Name the countries bordering on the western coast of South America.

10. In what ways can you distinguish a Caucasian from a Mongolian?

GRAMMAR.—1. Define a sentence, a clause, a proposition, a phrase and a word.

2. Name and define the classes of nouns, and give examples of each.

3. What classes of words are inflected?

4. What is declension? Decline the following nouns: child, mouse, governor.

5. Write the plural of each of the following words, and the rule therefor: valley, injury, strife, box, ox.

6. Name and define the properties of the verb.

7. Correct the following, giving reasons for the corrections:

Whom do you think they are?

I expected to go but was prevented.

8. Analyze the following: *It matters* very little *what* spot may have been the birth-place of such a man *as Washington*.

9. Parse the words italicised in the foregoing sentence.

10. Write a sentence containing a modal adverb; one containing an adverb of degree modifying the predicate; one containing an adjective used as a predicate.

HISTORY.—1. By what four nations were the principal explorations in the United States made? What was the extent of the discoveries made by each?

2. When, where, and by whom was slavery first introduced into the colonies?

3. Give a short account of the causes that led to the Revolutionary War?

4. What were the principal events of Jackson's administration?

5. Give an account of the capture of Fort Sumter. What were the results of that capture?

PHYSIOLOGY.—1. How do atmospheric impurities affect the senses?

2. What advantages does rice possess as an article of food?

3. What is the function of the retina?

4. Describe the layers of the skin.

5. Name and describe the cavities of the heart.

THEORY AND PRACTICE.—1. To what extent is a teacher responsible for the conduct of his pupils out of school?

2. Who should determine the course of study to be pursued by the pupil?

3. What methods do you pursue to prevent injury or defacement of school property?

4. Why should courteous behavior on the part of the pupil be rigidly insisted upon?

5. Why should all school sessions and recitations be commenced and closed promptly, in accordance with the programme?

SNOW FLAKES.

Whenever a snow-flake leaves the sky,
It turns and turns to say "Good-bye!
Good-bye, dear cloud, so cool and gray!"
Then lightly travels on its way.

And when a snow-flake finds a tree,
"Good-day!" it says—"Good-day to thee!
Thou art so bare and lonely, dear,
I'll rest and call my comrades here."

But when a snow-flake, brave and meek,
Lights on a rosy maiden's cheek,
It starts—"How warm and soft the day!
'Tis summer!"—and it melts away.

M. M. D., St. Nicholas for May.

NORMALS.

The normal institute at Lafayette, conducted by W. H. Calkins, county superintendent, closed on the 28th.. The enrollment reached 70. This speaks well for Tippecanoe.

A normal institute will be conducted under the auspices of J. T. Johnson and M. C. Skinner, county superintendent, commencing September 4, and continuing seven weeks, and will be followed by the county institute.

County sup't. E. T. Cosper and A. D. Mohler opened a normal institute at Lagrange, Aug. 7, to continue ten weeks.

Oliver Bulion, county superintendent, opened a normal at Bloomington, Parke county, July 31, to continue four weeks.

J. Q. Henry is conducting a normal at Winamac, commenced July 24, to continue six weeks.

James A. Barnes and D. M. Allen will conduct a normal at Waterloo, commencing August 14, and continuing ten weeks.

A normal institute was opened at Camden, July 31, to continue five weeks, under the auspices of T. H. Briton, county superintendent, and B. W. Everman, principal of Camden schools.

The Fayette county normal school opened in the city of Connersville on the 24th ult. Fifty-seven teachers were present at the opening, and an enrollment of seventy-three reached by the close of the first week. The work commenced immediately, and teachers seemed determined to make the normal a success.

The Grant county normal, conducted by supt. T. D. Tharp, has opened with flattering prospects.

The Normal at Charlottesville, under the direction of the superintendent, W. P. Smith, is progressing finely, with an attendance of 48 in the normal, and 41 in the model department.

Sup't. W. Irelan is conducting a normal institute at Burnettsville, with an attendance of 144 teachers, the largest yet heard from.

The Rush county normal, to continue eight weeks, opened July 10, under the direction of A. E. Thompson, county superintendent, D. Graham and R. A. Moffit.

The Kosciusko county normal, under the direction of W. L. Matthews, is doing well and will number at least 75.

The next term of the Elkhart county normal and classical school, located at Goshen, will open a twelve-weeks' session August 8. Ambrose Blunt, and D. Moury, county superintendent, are associate principals. The institution is a permanent and successful one.

A normal institute is in progress at Sheldon, Illinois. It commenced July 24, and will continue four weeks. It is under the care of superintendent D. Kerr, Gilman, Ill., and B. F. Neisz, sup't. of Newton county, Indiana.

There are two normals in progress in Howard county; one at Kokomo, under the direction of Wm. H. McClain and H. G. Woody, numbering about 50; and the other at Russiaville, conducted by Freeman Cooper, numbering, in all its departments, more than 80. Good for Howard.

J. M. Johnson, J. S. Hall, and J. P. Batman, county superintendent, begin a four-weeks' normal at Marengo, July 24.

County Superintendent, H. Kohler, and R. G. Boone, opened a six-weeks' normal at Frankfort, July 24.

M. M. CAMPBELL, superintendent of Monroe county, closes a very original and pointed institute circular with the following paragraph:

"And now brethren—not of the goose quill, for that is gone, nor yet of the ferule and the rod, for they too are passing away, nor yet of the speller, for that also is giving way to pleasanter books and much pleasanter modes of elementary teaching, which we wish both to show to you and also to discuss with you,—brethren, then, of the crayon, which is coming more and more into use, and brethren of reader, of slate-writing, and of arithmetic, which every child can now begin to learn along with his alphabet and spelling, may I not expect every one of you to be present except the few, the very few, who think they "know it all," and need no help, and who yet are not generous enough to come out and help the rest of us. I am not of that number, I am still a learner, I want your help—all the help I can get, and I want to give you mine. Come one, come all, and then we will have a good time of it. Bring your books with you."

FRANKFORT.—With her usual promptness, the City of Frankfort has made early provision for the care of her schools. The corps of teachers will be much the same as heretofore, R. G. Boone taking the superintendency *vice* J. E. Morton, resigned. School opens Sept. 18, and continues nine months.

County superintendent Kohler, with R. G. Boone, sup't. of Frankfort schools, and C. S. Ludlam, principal of Frankfort high school, are conducting a normal, with an average attendance of fifty.

NOTICE TO COUNTY SUPERINTENDENTS.—The committee appointed at your last convention to prepare a scheme by which the work of the county institutes might be more efficiently done, respectfully report that they have had the matter under advisement, and that they find the arrangements for the coming institute season have already been so far perfected by the county superintendents that if any changes were now suggested it might result in confusion. They therefore announce that they will make their report at the next annual convention.

COMMITTEE.

No one, who can possibly spare the time and money, should fail to visit the Centennial. The exposition is said, by those who have opportunities for knowing, to be the finest of the kind ever held. The opportunity is one of a lifetime, and ought not to be lightly put aside.

It is to be hoped that county superintendents will see to it that concise, pointed reports of their institutes are sent for publication in the Journal. These reports are eagerly read by superintendents and teachers who desire to know the relative standing of the various counties in this respect.

THE NATIONAL EDUCATIONAL ASSOCIATION, which convened at Baltimore, July 10, was not nearly so largely attended as anticipated. It was supposed that the Centennial would draw large numbers East, and that most of them would take in also the Association. The teachers went to Philadelphia in large numbers, but the attractions there and the excessively hot weather, kept them away from Baltimore, so that instead of the Association being the largest ever convened, it was one of the smallest held for several years.

The papers presented, and the discussions, were regarded fully up to the average in point of merit; so the bound volume of the proceedings will be very desirable. The presence of a large number of educators from abroad, several of whom took a part in the discussions, added interest to the meeting.

The International Educational Congress, held at Philadelphia, the week following, was not largely attended, but was full of interest and profit. The officers of the National Association, for the coming year, are M. A. Newell, of Baltimore, President; W. D. Henkle, Secretary, and J. O. Wilson, Treasurer.

COMMENCEMENT AT THE STATE NORMAL AT TERRE HAUTE.—“The following, reported to the Indianapolis Journal, indicates very truly the character of the work done in the State Normal:

“The commencement exercises of the State Normal were of special interest this year, in that, in addition to the regular graduating class there was an advanced class of six who, having graduated in the lower course, had taught two years successfully, and then returned and completed the higher course, which requires two additional years. The whole number of graduates was fifteen.

As a rule, a description of the commencement exercises of one school, with a change of names and a very slight change of subjects, may be substituted for the exercises of any other school. You look, as a matter of course, for the usual amount of spread-eagle oratory, glorification of American institutions, reference to Demosthenes, Plato, and the rest of those old gentlemen, for appeals to the audience to be good that they may be happy, etc., etc., and you are greatly surprised that you hear nothing of any of these matters in the speeches at the Normal. President Jones so thoroughly ignores and despises everything like “rant,” or “wind,” or “platitudes,” or “glittering generalities,” that by the time a student has spent two or three years in the school he is disposed to come down to “hard pan,” and talk sense.

We have attended commencement exercises at many institutions, but never before have we listened to exercises so unpretentious and yet showing so much thought and logical analysis of subjects. The subjects selected all related, in some way, to the general objects of the school, and were therefore within the comprehension of the students. It was remarkable to notice the scientific way in which the themes were treated. Each writer had a beginning place and an ending place, and showed, by the discussion of his subject, that he fully comprehended the steps to be taken to reach the desired results, and the logical order of those steps. Our knowledge is somewhat extended, and we are free to say that we know of no other school in the land where so much attention is given to the philosophy of study and to the natural development of mind. We do not express our own judgment merely, but the expressed convictions of prominent educators outside our own state, when we say that Indiana has one of the best normal schools in the United States.”

INDIANA STATE UNIVERSITY.—The recent commencement exercises at the State University, were of more than ordinary interest. The installation of the new president, Dr. Lemuel Moss, was the center of attraction. The occasion was honored with the presence of his Excellency, Thos. A. Hendricks, who, by invitation of the Board of Trustees, made the installation address. The addresses of the Governor and the President were models of their kind, and came up to the full measure of public expectation. Dr. Moss has proved himself to be the right man

in the right place, and the University, under his administration, cannot fail to attract an increased number of students.

The Chair of Modern Languages, with Botany, has been filled by the election of Prof. H. B. Boisen, of the State Normal School, who occupied, with marked ability, the same Chair in the University from 1870 to 1874. The next term begins Thursday, Sept. 7, 1876. * * *

COMMENCEMENT OF THE NORTHERN INDIANA NORMAL SCHOOL AND BUSINESS INSTITUTE.—The commencement of this popular institution, which is located at Valparaiso, was an occasion of unusual interest to all who were present, and that number was *large*—in fact, the school itself (over 1,800 enrolled the spring term) made an immense audience. Both the Valparaiso papers give extended reports of the occasion, and speak of the exercises and the school in highly flattering terms. One of them precedes its report with these head-lines: "*Brilliant scene at the closing of the largest school in the United States.*" There were thirty-three graduates, and the prospects of the school are indeed bright. H. B. Brown is the Principal and the power behind the throne.

RECENT college commencements have conferred one hundred and twenty-nine degrees of Doctor of Divinity. Many of these were merely complimentary, and do not imply previous graduation, superior scholarship, nor even the ability to spell and write the simplest words correctly. If the church is still to tolerate these titles of human distinction, it is a pity that they should have lost their significance by their indiscriminate application. When horse-doctors and salve-venders become "Professors," and men who have never been introduced to Kirkham or Murray become Doctors of Divinity, there is a false meaning to that which ought to indicate profound scholarship and superiority in one's profession.

THE trustees of Vincennes University have made the higher or Academic Department, free to *all* pupils; they have lengthened the course of study one year, and made Greek one of the regular studies. Students completing the course, will be able to enter the Sophomore class at the State University.

INSTITUTES will be held as follows:

- Aug. 14. Decatur co., Greensburg, P. Ricketts, sup't.
- " 14. Jackson co., Brownstown, A. J. McCune, sup't.
- " 14. Bartholomew co., Columbus, J. M. Wallace, sup't.
- " 14. Wayne co., Centreville, J. C. McPherson, sup't.
- " 14. Switzerland co., Vevay, C. J. Robenstein, sup't.
- " 21. Franklin co., Brookville, A. B. Line, sup't.
- " 21. Lawrence co., Bedford, W. B. Chrisler, sup't.
- " 21. Johnson co., Franklin, J. H. Martin, sup't.
- " 21. Wabash co., Wabash, Macy Good, sup't.
- " 21. Jefferson co., Geo. C. Monroe, sup't.
- " 21. Jennings co., North Vernon, John Carney, sup't.
- " 21. Ohio co., Rising Sun, J. H. Pate, sup't.
- " 21. Scott co., Scottsburg, A. Whitsett, sup't.

- " 21. Clay county, Brazil, A. R. Julian, sup't.
- " 21. Laporte co., Laporte, W. H. Hosmer, sup't.
- " 21. Morgan co., Martinsville, R. V. Marshall, sup't.
- " 21. Hamilton co., Noblesville, A. P. Howe, sup't.
- " 21. Crawford co., Marengo, J. W. C. Springstein, sup't.
- " 21. Porter co., Valparaiso, Jas. McFetrich, sup't.
- " 21. Ripley co., Versailles, S. B. Daubenheyer, sup't.
- " 21. Pike co., ———, Arthur Berry, sup't.
- " 21. Boone co., Lebanon, D. H. Heckathorn, sup't.
- " 28. Clinton co., Frankfort, H. Kohler, sup't.
- " 28. Madison co., Anderson, R. I. Hamilton, sup't.
- " 28. Union co., Liberty, L. M. Crist, sup't.
- " 28. Monroe co., Bloomington, M. M. Campbell, sup't.
- " 28. Kosciusko co., Warsaw, W. L. Matthews, sup't.
- " 28. Hendricks co., Danville, James A. C. Dobson, sup't.
- " 28. Tipton co., Tipton, B. M. Blount, sup't.
- " 28. Parke co., Bloomingdale, Oliver Bulion, sup't.
- " 28. Marion county, Indianapolis, L. P. Harlan, sup't.
- " 28. Cass co., Logansport, H. G. Wilson, sup't.
- " 28. Putnam co., Bainbridge, L. A. Stockwell, sup't.
- " 28. Greene co., Bloomfield, R. C. Hilburn, sup't.
- " 28. Posey co., Mt. Vernon, James B. Campbell, sup't.
- " 28. Sullivan co., Sullivan, James A. Marlow, sup't.
- " 28. White co., Monticello, W. Ireland, sup't.
- " 28. Fayette co., Connersville, J. S. Gamble, sup't.
- " 28. Howard co., Kokomo, M. Garrigus, sup't.
- " 28. Clark co., Jeffersonville, A. C. Goodwin, sup't.
- " 28. Floyd co., New Albany, Isaac Miller, sup't.
- " 28. Jay co., Portland, S. K. Bell, sup't.
- Sept. 4. Rush co., Rushville, A. E. Thompson, sup't.
- " 4. Dubois co., Jasper, E. R. Brundick, sup't.
- " 11. Hancock co., Greenfield, W. P. Smith, sup't.
- " 18. Warren co., Williamsport, A. Nebeker, sup't.
- Oct. 2. Orange co., Paoli, J. L. Noblitt, sup't.
- " 16. Lagrange co., Lagrange, E. T. Cosper, sup't.
- " 23. Noble co., Wawaka, M. C. Skinner, sup't.
- Nov. 6. DeKalb co., Waterloo, James A. Barns, sup't.
- " 6. Elkhart co., Goshen, D. Moury, sup't.

REMEMBER the examination for State Certificates to begin August 23. For particulars, send to State superintendent for circular.

A SUBSCRIBER submits the following and asks a rendering: "I gave him a preparation to *quieten* his nerves." Is it a correct expression? If not, how should the idea be expressed?

WE wish the January number of this Journal for 1869. Who can furnish it and be paid?

WILLIAM CULLEN BRYANT has been elected president of Williams College to succeed President Hopkins.

PERSONAL.

Mrs. N. A. STONE, one of Ohio's most widely and most favorably known teachers, for the past two years Lady Principal of the Indianapolis high school, has retired from the profession and purchased the largest book-store in Massillon, Ohio, her old home.

N. D. WOLFORD will have charge of the Middletown schools next year. He is the author of some blank forms for keeping a record of daily recitations and deportment that seem well adapted to the purpose intended.

A. C. GOODWIN, who was superintendent of Clark county under the old law, has been reappointed since the new law was declared unconstitutional, his brother, Willis B. Goodwin, the present incumbent, declining to be a candidate. W. B. Goodwin will continue in charge of the Rose Hill school, at Jeffersonville.

A. R. BENTON, formerly president of the N. W. Christian University, but for the last five or six years president of the Nebraska University, has returned to Indianapolis, and will, for the present, fill a professorship in the North Western. His many Indiana friends welcome his return.

J. P. D. JOHN has been elected president of Moore's Hill College. A worthy promotion.

D. MOURY has been unanimously confirmed as superintendent of Elkhart county, by a late meeting of his trustees.

C. J. ROSENSTEIN, superintendent of Switzerland county, is the Republican candidate for county treasurer. May he succeed.

D. D. LUKE has resigned the superintendency of the Goshen schools.

GEO. W. REGISTER has taken charge of Carlisle Seminary for the ensuing year.

W. H. BULLOCK, Evansville, has been made superintendent of Vanderburgh county.

A. M. GOW has been tendered the superintendency of the Council Bluffs schools (Iowa), at a salary of \$2,500, and we understand that he has accepted the place. Mr. Gow is one of Indiana's strongest educational men, and the state suffers a loss in his removal.

JOHN W. SPENCER, Paxton, Ind., has our hearty thanks for some beautiful specimens of fossil coal plants. Teachers wishing such specimens at slight cost, or wishing to exchange "formations" outside of the "coal measures" for such, would do well to correspond with him.

E. S. CLARK closed his seventh year's work at Aurora to the satisfaction of all. His standing as teacher and superintendent is high.

HON. JULIUS H. SEELEY has been elected president of Amherst College.

S. M. Gable, of York, Pa., takes the Brownsburg schools.

O. H. BOGUE, of Spiceland, takes a place in Earlham College the coming year.

A. P. ALLEN, well known in the south-western part of Indiana, goes to Shelbyville, Ill.

W. W. PARSONS, of the Indianapolis high school, takes a place in the normal school at Terre Haute. Salary, \$1,500.

H. S. KRITZ, of Waveland Academy, takes the superintendency of the Crawfordsville schools.

B. F. FRENCH, of Martinsville, takes the Danville schools next year.

P. P. STULTZ remains in charge of the Rising Sun schools. This is his sixth year.

The trustees of Ohio county have decided not to employ teachers who do not attend institutes and take school journals.

W. B. WILSON did good work at Edinburg last year, and will improve upon it the year to come.

C. S. LUDLAM has been elected principal of the Frankfort high school.

N. M. JENNINGS will remain at East Germantown next year, at an increased salary.

W. H. FERTICH, the elocutionist, will spend all his time from now till January in working in institutes. His work is very practical, and not confined to elocution. He is a teacher himself and knows what he talks about.

R. M. WRIGHT, principal of the Fort Wayne high school, retires from the teacher's profession to enter the legal.

A communication before us commends R. W. Wood, of the Liberty schools, in flattering terms. All our reports of Mr. Wood are favorable. He is re-elected for next year.

WALTER S. SMITH deserves the thanks, in a tangible form, of county superintendents who are directly and financially benefited by the repeal of the county superintendency law. It would be ungrateful to allow him to pay all the expenses.

L. D. BARNES, late of the State Normal, will have charge of the Cannelton schools next year.

MISS ALICE O. ALLEN, of Attica, goes to Plymouth next year as principal of the high school.

Mrs. D. B. WELLS, late principal of the Plymouth high school, goes next year to Fort Wayne.

SAMUEL LILLY, who superintended the Worthington schools last year, will take the Gosport schools next year.

Mrs. KATE B. FORD, associate editor of the *Michigan Teacher*, and an excellent institute worker, will make engagements to attend a few institutes in this state. Address her at Kalamazoo, Michigan.

A. J. DIPBOYE, from Colorado, will take the principalship of the Amboy Academy for the coming year.

A. D. MOHLER has been re-elected superintendent of the Lagrange schools at an advanced salary. This is a high compliment these hard times when salaries are generally being reduced.

ISAAC MILLER, of New Albany, is the new sup't. of Floyd county.

BOOK-TABLE.

EXTRACTS FROM FRENCH LITERATURE, by F. Duffet. Cincinnati: Wilson, Hinkle & Co.

Duffet's method for the study of the French language is progressive and practical, and well adapted to give the student a thorough knowledge of the French language, if the *student* is a *student*, and really desires to acquire such knowledge. The book mentioned above is a conclusion of two previous works given to the public and noticed some months ago in *this Journal*. These extracts have been carefully made, with the view of interesting the reader as well as of introducing him to the best French authors, and also of acquainting him with the delicate shades of meaning which are such a source of real pleasure to the *true* student of language. Accompanying each selection is an abridged biographical sketch of the author, and a list of his best works, which may serve as a guide to him in future readings.

CENTENNIAL GAMES of States, Territories, and Cities, by J. W. Nicholson. Published by Nicholson & Co., Indianapolis. Price, 50 cts.

The Historic Cards before us are limited to the United States. Each card contains the name of the state or territory, date of admission, if admitted, population, name of largest city, population of largest city.

A variety of games can be played, and thus the important facts named become fixed in the mind without any special effort on the part of the player. The games are interesting and, at the same time, instructive. We have no hesitancy in recommending them to teachers and others who wish to amuse themselves by learning something.

LITTLE more than a year ago, Prof. Ridpath, of Asbury University, gave to the public a history of the United States, which became very popular—deservedly so. Still this book was too bulky for ordinary use in the common schools. He has condensed and re-written his first work, and the *result* is especially dedicated to the boys and girls of the country. We hope the boys and girls will appreciate the honor and learn, as the author desires, through reading and study, to love the story of their fatherland.

We said the first book was deservedly popular. We think this book has many of the features which combined to make the first a favorite. The narrative is told in an animated style that fixes the attention of the reader and increases the interest to the very end. The outlines are not

all we have, but here and there are little stories which serve to bind the different parts together and fasten the whole more securely in the mind of the reader. The execution of the work is unexceptionable. All that could be done in the way of representation has been done. The pages are ornamented, and the text made more clear by pictures, maps, and drawings. Let it be remembered that Prof. Ridpath is an Indiana man. The work is published by Jones Bros., Cincinnati.

E. STEIGER, of New York, furnishes, for family use, Kindergarten occupations, which any ingenious mother will delight to use, if for no other purpose than that of seeing the delight of her child. These occupations consist of four boxes. In the first box, we find sticks of different lengths for the purpose of making different figures. There are, accompanying these sticks, patterns to guide the child, but this is a secondary step. The first step, to us, seems to be forming original figures. Box No. 2, contains materials for paper weaving; No. 3, designs and materials for perforating, and No. 4, a slate marked off in squares, with pencils and designs for drawing. We recommend these boxes, which may be had at a reasonable price, to the busy mothers whose brains are so active in devising ways and means to keep their children out of mischief.

THE August number of St. Nicholas will be pronounced by every one of its very numerous readers, a most wonderful work. It is styled the Midsummer Holiday number, and is a tribute to the Centennial year. No pains have been spared to secure the very best material nor to make the execution a standard for other works of the same kind. As some one has most truthfully said, it is a most charming number of a most charming magazine.

The Midsummer Holiday number of Scribner's Monthly is also a very fine work. It contains, among its most excellent reading matter, a new poem by W. Cullen Bryant, which has lost none of the spirit of his more youthful writings: The illustrations are very profuse and fine. A poem by Mr. Stoddard, entitled "Hospes Civitatis," is said to be the best that has come from his pen for years.

LOCAL.

THE greatest selling Centennial Book is "OUR COUNTRY AND ITS RESOURCES." Not only complete in our thrilling history of 100 years' growth, but grand in descriptions of our great lakes, rivers, mountains, cities, curiosities, natural wonders, and all our mighty resources in Agriculture, Commerce, Minerals, Manufactures, form of Government, etc. History and description of America's Greatest Nation and the Centennial Celebration, profusely illustrated. No equal extant. Over 1200 pp., with a "Century" map and a "Bird's-Eye-View," free. Agents are making \$40 to \$120 weekly. 4000 more wanted quickly. Big terms.

Address HUBBARD BROS., Pubs., Philadelphia, Pa.; Cin., O.; Chicago, Ill.; Springfield, Mass.

7-3t

THE ATLAS HOTEL, in Philadelphia, which is advertised on another page, though temporarily built for the Centennial occasion, is clean and entirely comfortable. The rates are very reasonable, and its patronage has exceeded that of any other hotel in Philadelphia. It is a sort of headquarters for teachers, and the National Teachers' Institute, held in connection with it, enables teachers to see and hear some of the leading educators of this and other countries. Considering the cheapness and the short distance to the centennial grounds, persons visiting the Exposition can hardly do better than to give the Atlas a call.

AN AGENT just cleared \$199 first three weeks selling the Life and Labors of Livingstone. Another \$80 first six days. Over 50,000 copies of this Standard Life of this Veteran Explorer sold. 150,000 more needed by the people. A book of matchless interest, profusely illustrated and very cheap. A royal chance for agents. For proof and terms, address HUBBARD BROS., Philadelphia, P.; Cincinnati, O.; Chicago, Ill.; Springfield, Mass. (N. W. A.) 7-8t

EVERYONE should read the advertisement of the Northern Indiana Normal School, in this number of the Journal. The advantages therein set forth surpass those of any other school, and what is more satisfactory, *every word can be relied upon.*

When the Normal School at Valparaiso was organized, many of our educators thought that it would be impossible to accomplish all that was promised. Three years of earnest effort have proven conclusively to every one acquainted with the school, that it has more than verified every promise. The Institution is now a power in the State, and is well worthy the patronage of all. It is a monument of honest work and fair dealing with the public.

QUACKENBOS'S HISTORY OF THE WORLD.—Dr. Quackenbos's History is a valuable and interesting book. He has happily struck the golden mean between that *too-muchness* which surfeits, and that paucity which starves. G. W. Hoss.

INDIANA STATE UNIVERSITY, 1876.—The first term of the year will begin on Thursday, Sept. 7, 1876. Preparatory, Classical, and Scientific Courses. Tuition free. Ladies admitted to all the departments. For information and catalogues, address the undersigned. Lemuel Moss, President; Robert C. Foster, Secretary.

CLARKSON DAVIS again takes charge of Spiceland Academy. In order to give time to enlarge the High School building, the fall term will not begin until the 9th of October.

PROF. J. C. RIDGE, a popular elocutionist and institute worker in Ohio and not unknown to many Indiana teachers, will make engagements to attend institutes in this state. His address is 818 Race street, Cincinnati.

TABLE OF CONTENTS.

	PAGE.
Who shall be our Primary Teachers?.....	349
Motive and Health.....	353
Laws of Health as applied to Education.....	356
General Defects in Teaching Reading.....	361
A few thoughts on Voice.....	363
Some of the Subjective Friends and Enemies of Scholarship.....	366
The High School Problem.....	369
A Centennial Soliloquy: Now and Then.....	371

OFFICIAL—


The Supreme Court decide the County Superintendency Law of '75 unconstitutional: the decision.....	374
Several legal questions growing out of the above decision answered.....	375-6

EDITORIAL—

Consolidation of Northern Indiana Teacher in this Journal.....	377
The Spelling Reform.....	378
Specimen of spelling, by sound without new letters.....	379
Normal Institutes.....	380
Kindergarten work.....	380
Our Centennial Exhibit.....	383
Purdue University: E. E. White's Inaugural.....	385

MISCELLANY—

Questions for the examination of teachers.....	386
Snowflakes (Poetry).....	387
Normals.....	387
M. M. Campbell's Appeal.....	389
National Educational Association.....	390
Commencement at the State Normal.....	391
Commencement at the State University.....	391
Commencement at the Northern Indiana Normal.....	392
Doctor of Divinity.....	392
Institutes to be held.....	392-3
Personal.....	394
Book-table.....	396
Local.....	397

 Read the new advertisements this month, especially the *Locals*.

The Freshest, Best Graded, and Cheapest SCHOOL BOOKS

SWINTON'S GEOGRAPHIES. IN TWO BOOKS.

"An immense advance in the rational treatment of the Study of Geography."—Hon. WARREN JENKINSON, State Supt. Common Schools, Maine.

Elementary, 128 pages.....Price, \$1.20
Complete, 136 pages.....Price, 2.00

These text-books, though not issued till late last fall, have already (June, 1876) been adopted in more than three hundred and fifty cities and towns in all parts of the country, and have, with marked preference, been made the basis of professional training in the leading Normal Schools of the United States.

The best judges have decided that Swinton's Geographies possess the following characteristic features of superiority over all others:

Elementary Course.—Inductive Method, Simple Definitions, Attractive Style, Reading Lessons, Recitation Lessons, Globular Maps, Elegant Illustrations.

Complete Course.—Oral Development, State Geography, Physical Geography, Commercial Geography, Topical Reviews, General Maps, Reference Maps, Illustrations.

For confirmation of the above, send for full descriptive Circular.

A copy of the "Elementary Geography" will be mailed, postage paid, on receipt of 60 cents, and of the "Complete Geography" of \$1, if desired for examination with a view to introduction.

ROBINSON'S SHORTER COURSE IN MATHEMATICS.

The whole subject of Arithmetic and Algebra practically treated in three beautiful books.

"Robinson's Shorter Course works like a charm. In the natural arrangement and happy treatment of the subjects considered, in the beauty of their typography, and in point of economy, I have no hesitation in saying that, in my judgment, they are superior to any other series now before the public."—From H. E. JOLLEY, Prin. Clyde, N. Y., High School.

The books of this series are all substantially bound in Cloth. In typography, illustrations, paper and bindings, are models of taste and excellence.

First Book in Arithmetic, 168 pages.....Price, 50 cts.
Complete Arithmetic, 508 pages.....Price, \$1.40
Complete Algebra, 462 pages.....Price, 2.00
Arithmetical Problems, 284 pages.....Price, 1.00
Algebraic Problems, 192 pages.....Price, 1.25

The Complete Arithmetic is also published in two volume, Part I. and Part II. Price, 80 cents each.

We will send sample copies of The First Book, and of the Complete Arithmetic for examination with a view to introduction, on receipt of \$1 for the two books; Part I. and II. for 50 cents each; The Algebra for \$1.50; and The Problems for \$1 each.

For a complete list, with descriptive titles and prices, of the American Educational Series of School and College Text-Books, send for Centennial Catalogue, just published.

Address IIVISON, BLAKEMAN, TAYLOR & CO., or
EDWARD COOK, 133 & 135 State St., Chicago.

INDIANA SCHOOL JOURNAL

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No. 8.

THE CHILDHOOD AND SCHOOL DAYS OF LORD MACAULAY.

(From his "Life and Letters." By G. O. Trevelyan, M. P.)

HIS EARLY PROMISE.—When, in after days, Mrs. Macaulay was questioned as to how soon she began to detect in the child a promise of the future, she used to say that his sensibilities and affections were remarkably developed at an age which, to her hearers, appeared next to incredible. He would cry for joy on seeing her after a few hours' absence, and, till her husband put a stop to it, her power of exciting his feelings was often made an exhibition to her friends. She did not regard this precocity as a proof of cleverness, but, like a foolish young mother, only thought that so tender a nature was marked for early death.

HIS CHILDHOOD.—At Clapham the boy passed a quiet and most happy childhood. From the time that he was three years old, he read incessantly, for the most part lying on the rug before the fire, with his book on the ground, and a piece of bread and butter in his hand. He did not care for toys, but was very fond of taking his walk, when he would hold forth to his companion, whether nurse or mother, telling interminable stories out of his own head, or repeating what he had been reading in language far above his years. He talked, as the maid said, "quite printed words," which produced an effect exceedingly droll. On a visit to Lady

Waldegrave, a servant spilt some hot coffee on his legs. The hostess was all kindness and compassion, and when after a while she asked him how he was feeling, the little fellow looked up in her face and replied, "Thank you, madam, the agony is abated."

HIS FIRST SCHOOL.—When still the merest child, he was sent as a day-scholar to Mr. Greaves, a shrewd Yorkshireman, who had at one time charge of almost the entire rising generation of the Common. Mrs. Macaulay explained to Tom that he must learn to study without the solace of bread and butter:—"Yes, mamma, industry shall be my bread and attention my butter." But, as a matter of fact, no one ever crept more unwillingly to school. Each several afternoon he made piteous entreaties to be excused returning after dinner, and was met by the unvarying formula, "No, Tom, if it rains cats and dogs, you shall go."

HIS WRITINGS IN CHILDHOOD.—It is worthy of note, that the voluminous writings of his childhood, dashed off at headlong speed in the odds and ends of leisure from school study and nursery routine, are not only perfectly correct in spelling and grammar, but display the same lucidity of meaning, and scrupulous accuracy in punctuation and the other minor details of the literary art, which characterize his mature works.

HIS TREATMENT BY HIS PARENTS.—Nothing could be more judicious than the treatment that his parents at this time adopted towards their boy. They never handed his productions about, or encouraged him to parade his power of conversation or memory. They abstained from any word or act which might foster in him a perception of his own genius with as much care as a wise millionaire expends in keeping his son ignorant of the fact that he is destined to be richer than his comrades. One effect of this early discipline showed itself in his freedom from vanity and susceptibility, those qualities which, coupled together, in our modern psychological dialect, under the head of "self-consciousness," are supposed to be the besetting defects of the literary character.

HIS SECOND SCHOOL.—Mr. Macaulay fixed upon a private school, kept by the Rev. Mr. Preston, at Little Shelford, a village near Cambridge. The motives which guided this selection were mainly of a religious nature. The choice proved singularly

fortunate. Mr. Preston knew both how to teach his scholars and when to leave them to teach themselves. His pupils got far beyond their share of honors at the University, and of distinction in after life.

AT ASPENDEN HALL.—In 1814, Mr. Preston removed his establishment to Aspenden Hall, near Buntingford, in Hertfordshire, a large old-fashioned mansion, standing amidst extensive shrubberies, and a pleasant undulating domain, sprinkled with timber. Here Macaulay spent four most industrious years, doing less and less in the class room as time went on, but enjoying the rare advantage of studying Greek and Latin by the side of such a scholar as Malden. In this seclusion, removed from the delight of family intercourse, the boy read widely, unceasingly, more than rapidly.

HIS POWER OF MEMORY.—The secret of his immense acquirements lay in two invaluable gifts of nature—an unerring memory and the capacity of taking in at a glance the contents of a printed page. During the first part of his life he remembered whatever caught his fancy without going through the process of consciously getting it by heart. As a child, he accompanied his father on an afternoon call, and found on a table the “Lay of the Last Minstrel,” which he had never before met with. He kept himself quiet with his prize while the elders were talking, and, on his return home, sat down upon his mother’s bed, and repeated to her as many cantos as she had the patience or strength to listen to. At one period of his life he was known to say that, if by some miracle of Vandalism, all copies of “Paradise Lost” and the “Pilgrim’s Progress” were destroyed off the face of the earth, he would undertake to reproduce them both from recollection whenever a revival of learning came.

HIS FELLOW PUPILS.—Macaulay was not unpopular among his fellow pupils, who regarded him with pride and admiration, tempered by the compassion which his utter inability to play at any sort of game would have excited in every school, private or public alike. He troubled himself very little about the opinion of those by whom he was surrounded at Aspenden. It required the crowd and the stir of a university to call forth the social qualities which he possessed in so large a measure. The tone of his correspondence during these years sufficiently indicates that

he lived almost exclusively among books. His letters, which had hitherto been very natural and pretty, began to smack of the library, and please less than those written in early boyhood.

HOME EXAMPLE.—It is easy to see whence the great bishop (Wilberforce) and the great writer derived their immense industry. Working came as naturally as walking to sons who could not remember a time when their fathers idled. Fortitude, and diligence, and self-control, and all that makes men good and great, cannot be purchased from professional education. Charity is not the only quality which begins at home. It is throwing away money to spend a thousand a year on the teaching of three boys if they are to return from school only to find the elder members of their family intent on amusing themselves at any cost of pain or trouble, or sacrificing self-respect in ignoble efforts to struggle into a social grade above their own. The child will never place his aims high, and pursue them steadily, unless the parent has taught him what energy and elevation of purpose mean not less by example than by precept.

THE HOUSE FLY.

Mr. Emerson, a distinguished English chemist and naturalist, has been observing the habits of the common house fly, and he has given the following account of his proceedings in the *Scientific American*.

"Did you ever watch a fly that has just alighted after soaring about the room for some time? He goes through a series of operations which reminds you of a cat licking herself after a meal, or of a bird pluming its feathers. First, the hind feet are rubbed together, and each hind leg is passed over a wing, then the fore leg undergoes a like treatment: and lastly, if you look sharp, you will see the insect carry his proboscis over his legs and about his body as far as he can reach. The minute trunk is perfectly retractile, and it terminates in two large lobes, which you can see spread out when the insect begins a meal on a lump of sugar. Now the rubbing together of legs and wings may be a smoothing operation; but for what purpose is this carefully going over the

body with the trunk, especially when that organ is not fitted for licking, but simply for grasping and taking up food?"

Mr. Emerson states that he began his self-appointed task of finding out whether the house fly really serves any appreciable purpose in the scheme of creation, excepting as an indifferent scavenger, by capturing a fine specimen and gluing his wings down to a microscopic slide. On placing the slide under the instrument, to the investigator's disgust, the fly appeared covered with lice, causing the offending insect to be promptly released, and another substituted in his place. Fly number two was no better off than fly number one, and the same may be predicted of flies 3, 4, 5, and 6 (or of x flies, as the algebras have it). Mr. Emerson concluded that here was something that at once required looking into. Why were these flies lousy? Meanwhile fly number two, on the slide, seemed to take his position very coolly, and extending his proboscis, began to sweep it over his body as if he had but just alighted. A glance through the microscope, however, showed that the operation was not self-beautification, for wherever the lice were there the trunk went. The lice were disappearing into the trunk; the fly was eating them.

He took the paper into the kitchen and waved it around, taking care that no flies touched it, went back to the microscope, and there found animalcules, the same as on flies. He had now arrived at something definite; the animalcules were floating in the air, and the quick motions of the flies gathered them on their bodies, and the flies then went into some quiet corner to have their dainty meal.

The investigator goes on to describe how he continued the experiment in a variety of localities, and how, in dirty and bad smelling quarters, he found the myriads of flies which existed there literally covered with animalcules, while other flies, captured in bed rooms, or well ventilated, clean apartments, were miserably lean and entirely free from their prey. Wherever filth existed, evolving germs, germs which might germinate disease, there were the flies covering themselves with the minute organisms and greedily devouring the same.—*Ex.*

A GOOD NAME will wear out; a bad one may be turned; a nickname lasts forever.—*Zimmerman.*

AMERICA'S BIRTHDAY PARTY.*

(A Centennial Operetta.)

BY GEORGE B. BARTLETT.

AMERICA, blue waist trimmed with silver-paper stars, shirt made of flags; a pointed crown of blue paper with golden star. She stands upon a table draped with flags, and leans with her left hand upon a tall staff surmounted by a liberty cap. The other characters stand in a semi-circle around her. Each advances to the centre as she speaks or sings, and kneels before America and presents her gift, then retires to her place. America acknowledges each gift, which she places on a small table at her side.

INDUSTRY, long, brown robe. Gift, horn of plenty.

AGRICULTURE, long, green robe. Gift, sheaf of wheat.

ELECTRICITY, long, red robe. Gift, coil of wire.

SCIENCE, long, black robe. Gift, a map.

WEALTH, long, yellow robe. Gift, casket of jewels.

LITERATURE, dark-blue robe. Gift, roll of manuscript.

COMMERCE, light-blue robe, trimmed with cotton wadding. Gift, a ship.

INTEGRITY, long, white robe. She presents no gift.

All join in singing (tune "Auld Lang Syne") this opening chorus:

A hundred years have swiftly rolled in endless round away,
Since our beloved country first beheld the light of day;
And now we bring as birthday gifts our choicest treasures here,
To celebrate the glorious Fourth, and this centennial year.

America—

Beloved ones! with joy I see your smiling faces here,
And listen to your full report of each progressive year.
Stand forth and tell what each has done, my children strong and true,—
Industry! as your time is short, suppose we hear from you.

Industry—

Where the primeval forest stood, a thousand cities rise;
Ten thousand churches upward point in warning to the skies,
Millions of looms are weaving fast, with tireless rapid hands;
Railroads now bind the continent with solid iron bands.

Note.—These verses can be spoken, if preferred, singing only the opening and closing chorus.

* This excellent article is taken from the "Wide Awake," publishers, D. Lathrop & Co., Boston. Each number of this magazine will contain dialogues and recitations suited to both day and Sunday-school concert use. Price, \$2 per year, 20 cents single number.

Agriculture—

I've made the howling wilderness to blossom as the rose;
Where once the sand blew hot and fierce, the wheat now freely grows;
And cattle, from the western plains, go forth in herds to feed
The hungry poor in distant lands, wherever there is need.

Electricity—

I've placed a girdle round the world, and underneath the deep;
Without regard to time or space, from pole to pole I leap;
The darkest places of the world now shine with flashing light,
And, more than all of this, in truth, I've learned to read and write.

Science—

All things on earth and in the air I measure, small and great;
The orbits of the starry host with ease I calculate;
I heal the sick and teach the wise, and banish every pain;
And things that seem a useless waste I bring to use again.

Wealth—

From California's golden shore to realms of crystal ice,
The nations multiply their gains by taking my advice;
Your bonds are known in every land, and treasured near and far,
And by the next Centennial year your bills may be at par.

Literature—

New books are published every day, some worthy of the name;
Our authors now in foreign lands are slowly getting fame;
Our Magazines are wide awake, the children's joy and pride;
Our schools the best the sun can see in all his journey wide.

Commerce—

Our flag now floats in every breeze, our prows all waves divide;
Our goods are sent to every land, and scattered far and wide;
We gather gems from Afric's shores, where golden torrents roll,
And oil from where the freezing waves defend the northern pole.

America—

I hear with joy your welcome words of faithful duty done,
But in your noble company I see a silent one.
Approach my dearest, purest child, and fearlessly proclaim
The progress made by honest truth, the best-enduring fame.

Integrity—

Alas! I sadly must confess my labors are in vain,—
For public men too often fall before the greed of gain;
The thirst for fame has been too much for many a noble soul,
And self, of many a patriot heart, has gained the full control.

America—

With sorrow and distress I hear this story, sad, but true,—
But next Centennial year shall be a brighter one for you;
The faithless ones shall bow in dust before your warning voice,
And our next set of public men shall make your heart rejoice.

All kneel before AMERICA and sing the closing chorus—

We hail the age of truth and right, when patriots shall be
Like those of old, from selfish aims and low ambitions free;
And truth and progress onward go, forever hand in hand,
And our beloved country make the greatest, purest land.

SOME OF THE SUBJECTIVE ENEMIES AND FRIENDS OF SCHOLARSHIP.

C. W. HODGIN.

(*Concluded.*)

AS A RULE, the most enduring organizations develop most slowly. The mushroom springs up in a night and dies in a day; the oak is centuries in maturing, but it endures for centuries. Scholarship in any subject, to be of much permanent value, must be organic; and if it be organic, it must be a growth; and if it be a growth, it must take time. *Impatience* is a giant enemy in the way of the development of such a scholarship. The impatient student hurries through a single text-book on the subject of arithmetic, learns a few bald rules and how to solve a few problems by them, and vainly thinks himself an arithmetician: he commits to a precarious memory a few historical facts, with, *perhaps*, their time and place relations, perches on Bunker Hill or the Fourth of July, and plumes himself a historian: he learns to give a few technical definitions in grammar, and to diagram (not to analyze) a few fragmentary sentences, and then complacently regards himself a grammarian. He has not taken time to trace any of his subjects in their bearings on others, nor to view them in their higher relations; indeed, he could not spare the time for that; he is now, it may be, eighteen or twenty years old, and the time has fully arrived when he should begin business or enter a profession. We are all more or less in a hurry; we want

to *finish* our education in the briefest possible time; we are anxious to gulp it down in six-weeks' courses, hoping that it will digest and organize itself. Vain hope!

It takes every organic being a certain definite period to pass through the various stages of its development, and in no case can the time of the process be materially abridged by any attempt at forcing; every such attempt must either produce only a sickly development, or prove totally destructive.

Impatience is weakness; patience is power. Life is *not* measured by the years that elapse from the time we commence business, or begin teaching, or get married; it is measured by the practical assistance that we render in propelling or directing the great ship that bears humanity on the ocean of time toward its goal, its freedom; and he who spends ten years in patient, philosophical preparation for his work, and then lives ten years in successfully applying what he has learned, lives longer, measured by the true standard, than he who plunges impatiently into the sea of life and flounders there for fifty years. Milton used to say, "I care not how *late* I enter life so I enter it *fit*."

We are so anxious to have people think we are doing something; we want to make some noise in the world, to create a sensation, to be popular. But let us learn from nature a most beautiful lesson of patience and modesty. How was the earth brought to its present perfection? Surely not in a hurry. How patient the Great Architect must have been to wait for all the slow changes of the almost limitless geological ages, before it was ready for occupation by his crowning masterpiece! He wanted it to be *worthy* of its Builder and of its tenant, and he could *afford* to wait.

You may watch a plant hour after hour, and day after day, but you cannot see it growing; you can only see, from time to time, that it has *been* growing. It is thus gently, silently, and imperceptibly that the venerable forests are built up. Let us, like nature, show forth our energy, not so much in the *working* as in the *finished work*.

Mental dissipation, or the want of concentration, is another fatal enemy of scholarship. Sometimes it assumes the form of a wasting disease; it preys upon the mental energies of him whom it affects like the eagle upon the vitals of Prometheus; but his

energies, unlike the vitals of that hero, are not continually restored. At one time the sufferer will awake to find that while he had been seemingly (to an observer) deeply engrossed in a problem in mathematics, he had really been gathering nuts or catching ground squirrels in the woods-pasture back of his father's barn; or that he has had a delightful bath in the limpid waters of the stream that flows among the willows at the foot of the hill above Jones's mill; or that she has just returned from a shopping expedition in which she had been examining those splendid linen suits, with basque and overskirt, and flounces and trail, all elegantly trimmed with the most exquisite embroidery; and those loves of bonnets, too, which the milliner said she had just imported from Paris; they had such splendid artificials, and ribbons that harmonized precisely with her complexion. At another time some rude, quick sound, it may be the signal for passing classes, may call him back to his history lesson just in time to find the Americans in full retreat before the British at Bunker Hill. Cowardly fellow! While his countrymen have been toiling, and sweating, and bleeding to defend their, yes *his* liberties, he has been spending a delightful hour in the amaranthine bowers of the most queenly of all her sex, his lovely —, what is her name? *you* know.

O shade of *Æsculapius*, canst thou not administer some healing balm, some potent, magic cure, to stay the murderous progress of this fell destroyer Mental Dissipation? Hark! hear the sage reply, "This dangerous disease has but one remedy, *viz.*, allopathic doses of re-distilled and double rectified *concentration*, persistently administered."

Sir Isaac Newton must have been a faithful follower of this advice of the god of the healing art, for it is said of him that he could call to mind the point of a pin and fasten his thoughts upon it for half an hour, not allowing them to wander for a single moment. Whether this statement was absolutely true or not, it was his exceeding great power of abstract thinking, his ability to concentrate his mental energies upon a single object of thought to the exclusion of all others, that enabled him to achieve such wonderful results in mathematics and natural philosophy. The precious secrets of the Binomial Theorem and the Law of Gravitation would never have tamely surrendered to a scatter-brained mental prodigal.

CENTENNIAL DECLARATION OF INDEPENDENCE.

Absolving from Allegiance to King Alcohol.

GEORGE W. HOSS.

WHEN, in the course of human events, it becomes necessary for a people to dissolve the bands of their allegiance to a sovereign, and to assume the rights to which nature and nature's God entitle them, a decent regard for the opinions of mankind requires that they should declare the causes which impel them to such a separation.

We rest our action on the following truths which we hold self-evident: That all men are endowed with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these men must be free—free to use their reason, to preserve their honor, to assert their manhood. To this end, they must absolve themselves from the dominion of a tyrant, who chains the intellect and conscience through appetite, and who seeks not the happiness of his subjects, but their ruin.

The history of this king has been one of wrong, of blood, and abuse. To prove this, let facts be submitted to a candid world:

He has quartered his minions in all parts of our country (manufacturers and dealers).

He has corrupted the civil service (whisky frauds).

He has perverted legislation (whisky rings).

He has tarnished the nation's honor, through intoxicated officials (Senators, Governors, Legislators).

He has weakened our industry, turning men out of places of profit and trust, and converting them into idlers, vagabonds, and thieves.

He has degraded our morals, increasing profanity, vulgarity, and indecency; sneering at religion and taunting virtue.

He has corrupted the ballot, the palladium of our liberties.

He has given and taken bribes.

He has increased our taxes without our consent, and without corresponding increase of protection.

He has eaten out our substance, consuming 70,000,000 bushels of grain annually.

He has reduced our population, sending 60,000 annually to untimely graves.

He has reduced our wealth in many ways, employing hundreds of thousands of men in his service and millions of capital, destroying property through his maddened or imbecile agents, burning houses, wrecking trains, blowing up steamboats, and exploding mines.

He has filled our prisons.

He has multiplied our almshouses.

He has crowded to overflowing our insane asylums and houses of correction.

He has increased the police force of every city, and the constabulary of every state.

He enters the most sacred precincts, the preacher's study, the editor's sanctum, the judge's bench—worse, if there be anything worse—the sanctity of home, severing the ties of affection, sprinkling the marriage altar with tears, and the family altar with blood. In a word, he is a tyrant without pity, and destroys without remorse. *His breath is poison, his touch is death.*

We, therefore, under the inhering law of revolution, and the higher law of self-preservation, hold it both a right and duty to absolve ourselves from allegiance to this tyrant.

Therefore we, the people of the United States, exercising the rightful powers of freemen, and appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and in behalf of virtue, peace, and honor, solemnly publish and declare that this people are, and of right ought to be, free from the dominion of King Alcohol. In support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our *fortunes, our labors, and our sacred honors.*

Done by the people of the United States in their Sovereign capacity, in this glad Centennial year of 1876.

“NOTHING was so much dreaded in our school-boy days,” says a distinguished writer, “as to be punished by sitting between two girls. Ah, the force of education! In after years we learn to submit to such things without shedding a tear.”

A VALUABLE STATEMENT.

F. M. DAY.

ONE essential condition of success is a clearly defined object toward which all effort may be unerringly directed. Whoever expends his energies without this definiteness of purpose, likens himself to one who foolishly beats the air. Though all are not equally liable to the dangers of this error, the teacher does not enjoy an enviable freedom from them. This is especially likely to be true of the teacher of limited experience. What such an one needs pre-eminently is a plain, simple statement of what, in process of time, should be the visible results of his work. Such a knowledge would be to him as the light-house to the benighted mariner, guiding him surely to the port of safety.

The following statement, contained in an annual report of the Rev. Dr. Hill, ex-president of Harvard College, is to the point: "These are the three essentials to be taught in the public schools: first, sound morals; secondly, good English; thirdly, elementary mathematics. The school which teaches these well and thoroughly, gives a good common school education; the school which fails in either of the three, makes a vital failure." This concise outline merits careful consideration, not merely on account of the authority from which it comes, but because the conviction of its truth amounts to an almost self-evident fact even with the most casual reader or thinker. True, it is not sufficiently comprehensive to meet the present popular idea of what a course of instruction should include—not comprehensive enough in point of fact—but that this statement forms a *nucleus* around which the teacher in the public schools may safely gather his plans, does not admit a question. There is no novelty in the idea that it is pre-eminently the duty of teachers to inculcate in the minds of their pupils the principles of "sound morals;" nor is it difficult to adduce ample reason, constituting them an "essential," to be taught in the public schools. They are the basis of good citizenship. The commonwealth cannot succeed without integrity to their principles. The institutions of a free people cannot be maintained without them, and the individual who ignores, to a great extent, a practical adherence to them, must fail.

Nowhere else can these truths be so effectually impressed upon

the minds of children as in the daily associations of the school room, where their aspirations lead them to the performance of a work, as dependent as any other work upon, at least, some of the principles of "sound morals."

This fact becomes more apparent where habits of industry are shown to be a constitutional part of these; and whatever else pertaining to "sound morals" may be left untaught in the school room, let "habits of industry" be persistently taught by both precept and example. Without these the successful teaching of the other two "essentials" named is impossible.

But a discussion of these items denominated "essentials," is not here intended. The first is a fact too evident and too well grounded in public opinion to be discarded. A correct knowledge and use of the second is indispensable to the literary and social advantages of an intelligent, English speaking people. And the third, besides aiding largely in the development of correct mental processes, is so closely connected with the business interests of the community as to render it an essential in this respect alone. It is obvious that a failure to teach "well and thoroughly," either of these, is a "vital failure," while the combined effect of "well and thoroughly" teaching all of them would be to secure correct habits of life, intelligence, and usefulness. What better results would the teacher desire?

Let it be repeated that the above plain and simple statement of Dr. Hill may well serve as the guiding star to the teacher in the public schools. Observe it, not according to the letter but *according to the spirit*, giving such other instruction as the law requires and your own good sense dictates. With this concentrated aim, and the numerous helps afforded, no judicious, faithful teacher need look in vain for prominent and good results.

HONEY CREEK.

BLUNDERS.—NO. I.

W. WATKINS.

IT was only by many falls that we learned to walk, and in all our life it is ordained that our mistakes and failures are the most instructive parts of our experience. As no person can reach full development of character without profiting by his mistakes

and blunders, so no one can become an efficient teacher without turning the blunders of his pupils to account. A blunder does not happen, it has a cause. It is characteristic of a mental or moral state. It is a perfectly natural product. The teacher must note the blunder and ask himself what state of mind could have produced it. The investigating teacher will discover that not all blunders are of the same kind, but that they are divided into two great classes, those which are caused by lack of attention and those which are caused by lack of knowledge. Blunders of inattention are very common in ill-disciplined schools. Listless idleness is their cause. The pupil is so careless and indifferent to his lesson that he will not give enough attention to the recitation to avoid mistakes which he knows better than to make. Blunders in the gender and number of nouns in parsing are usually of this kind. These properties of the noun are so distinct that no child of sufficient maturity to study grammar can have any excuse for not giving them correctly at sight. Not to do so argues inattention. This inattention has its source in a lack of interest in the subject. It is true that an undisciplined habit of mind has something to do with it, but the most undisciplined are capable of attention to those things in which they are interested. Where this evil of inattentive blundering prevails, all the teacher's labors are wasted. It must be removed. As inattention is an effect, we must remove it by removing its cause. How shall it be done? Each must find the specific means for himself. He must see that his pupils blunder because they are inattentive, and are inattentive because they are not interested in their studies, and must set about rousing an interest in any way which is in his power. If I had a stump in my garden I should remove it, but how would depend upon its size, condition, and situation, and upon the means within my power. I might push it down, dig it out, blast it, or rid myself of it in any one of a half dozen ways. I should care very little about the method, I only view it as a means to reach my end. The stump must come out. I will take the easiest and cheapest way to be rid of it. Had I half a dozen stumps I should not employ the same means for all unless all were alike. But just as in stump-pulling there are certain eternal and invariable laws which must be obeyed, so also in fighting inattentive, listless habits in school. If you are not interested in the lessons you cannot teach your pupils to

be. This is a law of nature. You cannot impart to others what you have not. If you are false you cannot teach them to be true. If you are idle you cannot teach them to be industrious. If you feel no interest in the lesson they will feel none. The scholar will not rise above his teacher. The teacher must examine himself. One can be lazy without knowing it, and without being called so. In *Ohio* teachers may be idle and inattentive for whole terms, and yet not be stigmatized as lazy. I wish it were not so.

The habit you would cultivate in others must first be cultivated in yourself. If pupils should be attentive to their work, you should be attentive to yours. If it is worth their while to learn their lessons, it is worth yours. If they need to know the details of the subject, you need them more. This is the "root of the matter." But it is not all of it. Even after the teacher has corrected himself the habit still remains in the pupil, but the teacher is prepared to combat successfully against it. If he now brings against it all the means in his power showing the absurdity of the blunders, shaming the inattentive, devising exercises that require attention, and, above all, assigning to the pupils tasks which are not beyond their strength, pointing out the beauty and interest of the subject, and insisting upon care and accuracy in all the details of the work, commending everything which can be commended justly, the evil will soon cease to exist.

In a future number we shall deal with the other and much more stubborn class of school blunders.

DAYTON, OHIO.

AN OBJECT LESSON.

BARNES, the schoolmaster in a suburban town, read in the *Educational Monthly* that boys could be taught history better than in any other way by letting each boy in the class represent some historical character, and relate the acts of that character as if he had done them himself. This struck Barnes as a mighty good idea, and he resolved to try it on. The school had then progressed so far in its study of the history of Rome as the Punic wars, and Mr. Barnes immediately divided the boys into two parties, one Romans and the other Carthaginians, and certain of

the boys were named after the leaders upon both sides. All the boys thought it was a big thing, and Barnes noticed that they were so anxious to get to the history lesson that they could hardly say their other lessons properly.

When the time came Barnes ranged the Romans upon one side of the room and the Carthaginians on the other. The recitation was very spirited, each party telling about its deeds with extraordinary unction. After a while Barnes asked a Roman to describe the battle of Cannae. Whereupon the Romans heaved their copies of Wayland's Moral Science at the enemy. Then the Carthaginians made a battering ram out of a bench and jammed it among the Romans, who retaliated with a volley of books, slates, and chewed paper balls. Barnes concluded that the battle of Cannae had been sufficiently illustrated, and he tried to stop it; but the warriors considered it too good a thing to let drop, and accordingly the Carthaginians sailed over to the Romans with another battering ram and thumped a couple of them in the stomach.

Then the Romans turned in and the fight became general. A Carthaginian would grasp a Roman by the hair and hustle him around over the desks in a manner that was simply frightful to behold, and a Roman would give a fiendish whoop and knock a Carthaginian over the head with Greenleaf's arithmetic. Hannibal got the head of Scipio Africanus under his arm, and Scipio, in his efforts to break away, stumbled, and the two generals fell and had a rough and tumble fight under the blackboard. Caius Gracchus tackled Hamilcar with a ruler, and the latter, in his struggles to get loose, fell against the stove and knocked down about thirty feet of stove-pipe. Thereupon the Romans made a grand rally, and in five minutes they ran the entire Carthaginian army out of the school room and Barnes along with it, and then they locked the door and began to hunt up the apples and lunch in the desks of the enemy.

After consuming the supplies, they went to the windows and made disagreeable remarks to the Carthaginians who were standing in the yard, and dared old Barnes to bring the foes once more into battle array. Then Barnes went for a policeman, and when he knocked at the door it was opened, and all the Romans were found busy studying their lessons. When Barnes came in with the defeated troops he went for Scipio Africanus, and pulling him

out of his seat by the ear, he thrashed that great military genius with a rattan until Scipio began to cry, whereupon Barnes dropped him and began to paddle Caius Gracchus. Then things settled down in the old way, and next morning Barnes announced that history in the future would be studied as it always had been; and he wrote a note to the *Educational Monthly* to say that in his opinion the man who suggested the new system ought to be led out and shot. The boys do not now take as much interest in Roman history as they did on that day.—*Phil. Bulletin*.

IMPORTANT STUDIES.—There has been much outcry on the part of many, both inside and outside of the profession, against the number of subjects with which the children of our public schools are burdened; and much ingenious dividing and subdividing has been done to make the list look as formidable as possible. We are told we must cut off superfluities, and get back to the branches which are most important. This introduces the old question: Which branches are most important? Who shall decide? "What knowledge is of most worth?" is an ever recurring problem. I may think that to know a noble poem or a grand essay, whose deep thought shall be a life companion, is more important than to know how to parse a difficult sentence or solve the most intricate problem in per centage that the exigencies of trade and the ingenuity of man have ever called into existence. And yet it will not be difficult to find another who thinks all learning a vain thing which does not give a man a trade. The outcry has, however, been most directed against drawing and music. Say the utilitarians, children have, in general, but a few short years at best for their school life, and this time should not be taken up in acquiring accomplishments. They need it all for arithmetic, spelling, reading, writing, and grammar. And here is just where they make their mistake. Leaving out of view their incorrect notion as to the relative value of the studies just named, we believe it is a fact which can be readily established, that a pupil will learn just as much of spelling, reading, writing, arithmetic, and grammar, who takes on drawing and music, as he would have done without these additional branches. If they are properly taught, they are all an agreeable relief from the

severer studies, and serve to make school attractive. If this statement is correct, how short-sighted must those school authorities be who neglect to incorporate in their curriculum two branches having such power to wake up the dormant energies of the mind and cultivate and refine the tastes.—*E. E. White.*

THE following is a facetious little satire on the superfluities of the present system of spelling, which lately appeared in the *Boston Times*.

A PARABLE.—*By a Heathen Chinese.*—Oncee upon a timee once Miss Decor(psp)s um taughgt a school in Vermont. Once dayy littlee Johhnnny Smythee missed the word "bdellium" and she kept him in after school for not kknowing his spelling lesson. A naughty boy, in passing out, whispered to Johhnnny (in a hwisper) to spell it b-e-d-e-v-i-l-e-m. And when the school-ma'am camee to put out the word he spelled it so. This was "2 mutch." She was wwroth. And she gavee him an object lesson with a ferulee. Then he walkked straight homee and told his pa, Dr. Smythee, the committtee man. The doctor stalkked righgt away to Miss Decor(psp)s um and tallked to her. But he said he would not turn her out of office if she could definee "bdellium." She was confounded. He then requested her (by a rekwest) to read from Genesis, ii, 12. She read "There is bdellium and the onyx stone." Then he told her he would definee it to her, and if she would remember the definition five minutes he would not discharge her. Thus his definition: "Bdelium is a pungent, aromatic, crackingly, combustible resin, the product of the commiphora Madagascarensis; it is sometimes called false myrrh; it is a weak deobstruent, being a slight solvent of lacteal viscidities." After the lapsee of five minutes she could not repeat the definition. Then he told her he would not dischargee her if she would spell all the words right. But in spellling "myrrh" she myrrmyrrhed "m-u-r." Then he told her he would not dischargee her if she would teach Johhnnny to recitee to her Matthew vii, 5, and to spell "beam" and "mote" therein. She complied, and remained for a thyrrhd tyrrhm. But that naughty boy who whispered to Johhnnny (in a hwisper) b-e-d-e-v-i-l-e-m, grew up to be a typee founder and a member of Congress from a sovereign Southern Steyaighte.

Moral.—Never spel English as tho it wer antedeluvian Hebrew.

ERRORS IN GRAMMAR.

In English, gender is commonly defined as a distinction of nouns and pronouns in regard to sex.

If the four nouns, *boy*, *girl*, *box*, *child*, be considered in respect to gender, it will readily appear that *boy* is masculine, *girl* feminine, and *box* neuter, each for a reason drawn from the use of the word. And latterly, authors are quite generally agreed in classing the noun *child* as of the common gender, for a reason as in the other cases, drawn from its use, recognizing an obvious difference between the noun *child* and any one of the other three, and providing a distinction for the difference.

Considering these four distinctions of gender to be needful, appropriate, and pretty well settled, it is the object of this paper to suggest the classification of pronouns in the same way, instead of following the customary rule. "Pronouns agree with their antecedents in gender," etc.

In the pronouns *you*, *he*, *she*, and *it*, the four differences of gender readily appear, and each rests upon a reason drawn, as in case of nouns, from the use of the word. It seems to the writer that analogy and uniformity are sufficient grounds for adopting the same guide in telling the gender of pronouns as that of nouns.

Another reason for rejecting the customary rule above quoted, is that it leads to many contradictions. The fact is that many a pronoun does not and cannot 'agree with its antecedent in gender.'

In the sentence, "These men have lost their way," the noun *men* is masculine, because it denotes the male, but the pronoun *their* does not denote the male—hence there is a radical difference between them in gender.

Again, in the sentence, "He who walks uprightly is tall enough," the pronoun *he* is masculine because it indicates the male, but the pronoun *who* does not denote the male, and yet the "rule" requires the pupil to class the two alike in gender.

Such cases as these may be cited without limit, as every grammarian knows. All the pronouns that are clearly masculine, are *he*, *his*, *him*, and *himself*. All that are clearly feminine, are *she*, *her*, *hers*, and *herself*. Those that are clearly neuter, are *it*, *its*, *itself*, *what*, *this*, *much*, and the like. The rest must mainly be classed as of the common gender, and all should be classed without regard to the antecedent.

HENRY FORD.

National Teacher.

HOW HIGH?

THE right of the State to educate its children is generally conceded, but of late many argue that it is not the province of the State to carry this education beyond the rudiments. "If the rich man's child gets a college education the poor man's child should be taught a trade." "Since all the ten million children of the nation cannot be put through college, it is evident that education by the State must stop somewhere, and the end of a common school course is the natural and evident limit." "The State is not bound to teach anything that enables a man to earn a living, otherwise it must look after the support of all."

Such are some of the statements that, like clever counterfeits, gain currency with many. Yet people who accept such argument never deny the State the right to look after the insane, the criminal, the poor, or to defend itself in war or make war for territorial aggrandizement. That is, the State may do anything to meet a present case, but may do nothing in anticipation of the future, except to maintain an army and a navy. The State may teach a trade in the penitentiary, when a trade is but doubtful means of reclamation, but may not prepare the mind in youth so as to form habits that will make the trade more available and the penitentiary less of a necessity.

The fallacy consists in looking upon the State as a benefactor and the individual as a beneficiary. What the State does it does for itself, the individual being only a temporary means to a permanent end. The individual has only a temporary ownership of his property. He cannot carry it beyond the grave. It is property of value in proportion to the intelligence with which it is used. It is intelligence and skill that give it value and it is a law of nature that it in turn should produce intelligence and skill. If civilization is the creator of property, and it is where property exists to any considerable amount—property should in turn be the promoter of civilization, while man is but the agent in the transaction. All nature is an example of such action and reaction.

Education is the essential element of civilization, and it is strange that so many who profess to study the public good and promote it should advocate that there be a limit to what the State shall do in this respect. If nothing may be taught with a view

of enabling people to support themselves, then nothing at all can be taught, for nearly all the business of the world is carried on by means of the rudiments only.

To limit education on account of the large number to be educated is equally illogical. That it is not only improbable but impossible that all can complete a college course is the very reason why provision should be made for such as have capacity and perseverance to reach the end of the curriculum. If the impossibility for all to finish a given course were an argument for shortening the same, then our common schools would be limited to the teaching of the alphabet. Because the mediocre many are not likely to push their studies to the end is no reason why the talented *few* should be deprived of an education. With the opportunity given to all, the fittest will survive. No investment is so remunerative in the highest good of life as that made in education. With education possible only to the rich, the field for investment is narrowed and the crop will be light.—*Nat. Teachers' Monthly*.

MARK TWAIN ON SPELLING.

Some time since there was a spelling match at the Asylum Hill Congregational Church, Hartford, Conn., and Mr. Samuel L. Clemens (Mark Twain), being called on for a few preliminary remarks, spoke as follows: Ladies and Gentlemen,—I have been honored with the office of introducing these approaching orthographical solemnities with a few remarks. The temperance crusade swept the land some time ago, that is, the vast portion of the land where it was needed, but it skipped Hartford. Now comes this new spelling epidemic, and this time *we* are stricken. So I suppose we needed the affliction. I don't say we needed it, for I don't see any use of spelling a word right, and never did. I mean I don't see any use in having a uniform and arbitrary way of spelling words. We might as well make all clothes alike and cook all dishes alike. Sameness is tiresome; variety is pleasing. I have a correspondent whose letters are always a refreshment to me; there is such a breezy unfettered originality about his orthography. He spells Kow with a large K. Now, that is just as good as to spell it with a small one. It is better. It gives the imagination a broader field a wider scope. It suggests to the mind a grand, vague, impressive, new kind of a cow. Superb effects can be produced by variegated spelling. Now, there is Blind

Tom, the musical prodigy. He always spells a word according to the sound that is carried to his ear. And he is an enthusiast in orthography. When you give him a word he shouts it out—puts all his soul into it. I once heard him called upon to spell orang-outang before an audience. He said, “O-r-a-n-g, orang, g-e-r, ger, orangger, t-a-n-g, tang, orangger, tang!” Now, a body can respect an orang-outang that spells his name in a vigorous way like that. But the feeble dictionary makes a mere kitten of him. In the old times people spelled just as they pleased. That was the right idea. You had two chances at a stranger then. You knew a strong man from a weak one by his ironclad spelling, and his handwriting helped you to verify your verdict. Some people have an idea that correct spelling can be taught—and taught to anybody. That is a mistake. The spelling faculty is born in a man, like poetry, music, and art. It is a gift; it is a talent. People who have this gift in a high degree only need to see a word once in print, and it is forever photographed upon their memory. They cannot forget it. People who haven’t it must be content to spell more or less like—like thunder—and expect to splinter the dictionary wherever their orthographical lightning happens to strike. There are 114,000 words in the unabridged dictionary. I know a lady who can spell only 180 of them right. She steers clear of all the rest. She can’t learn any more. So her letters consist of those constantly recurring 180 words. Now and then, when she finds herself obliged to write upon a subject which necessitates the use of some other words, she—well, she don’t write on that subject. I have a relative in New York who is almost sublimely gifted. She can’t spell any word right. There is a game called Verbarium. A dozen people are each provided with a sheet of paper, across the top of which is written a long word kaleidoscopic, or something like that, and the game is to see who can make up the most words out of that in three minutes, always beginning with the initial letter of the word. Upon one occasion the word chosen was cofferdam. When time was called, everybody had built from five to twenty-five words, except the young lady. She had only one word—calf. We all studied a moment and then said, “Why, there is no ‘l’ in cofferdam!” Then we examined her paper. To the eternal honor of that uninspired, unconscious, sublimely independent soul be it said, she had spelled the word “caff!” If anybody here can spell calf any more sensibly than that, let him step to the front and take his milk. The insurrection will now begin.—*Educational News.*

OFFICIAL DEPARTMENT.

OFFICE OF ATTORNEY GENERAL,
INDIANAPOLIS, June 3, 1876.

HON. JAMES H. SMART,
Sup't. of Public Instruction:

DEAR SIR:—I have the honor to acknowledge the receipt of a letter addressed to you by the Auditor of Vanderburgh county, and referred to me by you for my opinion upon the matters therein.

A township trustee receives two thousand dollars for the rentals of congressional township lands; in March he reports his receipts and expenditures for the year then ending, showing a large balance in his hands of such rentals; the County Commissioners demand of him its payment, but he refuses on the ground that he will have to expend, during the ensuing year, large amounts for repairs, fences, etc., upon such lands. *Query.* Is his refusal to so pay over consistent with the law?

In my opinion it is not.

Section 44, of the School Law, makes it the duty of the township trustee to pay over such reported rents. It is true that the trustee, under section 47, may expend upon such lands reasonable sums to prevent waste or damage; but it seems clear to me that such expenditures not already made, but to be made, in future, the amount of which could only be guessed at, should not be retained out of the balance reported for the previous year.

Such a course would lead to confusion, and might be used to work unfairness in the distribution of the school fund, under said section 44. It provides, "And the amount of school funds for any year to which such townships might otherwise be entitled, shall be withheld and not paid over to such trustee, if the rental value of said lands for such terms shall equal or exceed the township's otherwise portion of the school fund, and it shall be the duty of such trustee to pay into the county treasury all rents collected and reported by him as aforesaid." Now the "rental value" spoken of means, under section 47, after deducting such reasonable sums as may be necessarily expended to prevent waste or damage. But I do not think the term, "rental value" of lands for a given term means the balance after deducting, not only sums already expended for repairs, during such term, but also such sums as the trustee guesses may have to be expended during some future term as well. The claim

of the trustee, as described in the letter, for the payment to him of the full amount of the sum apportioned without deducting for the balance of rents reported by him, I regard as contrary to law.

Very respectfully,

C. A. BUSKIRK,
Attorney General, Ind.

THE CENTENNIAL AT HOME.

To the Teachers of the State :

The Centennial Educational Committee, appointed by the State Board of Education, has decided to bring the educational products now at Philadelphia to Indianapolis, and place them upon exhibition during the sessions of the State Teachers' Association, next December. This will enable many teachers who do not go to Philadelphia to see our exhibit and to study the lessons which it teaches. The Committee invite county superintendents, city superintendents, as well as teachers of graded and of district schools, to attend this meeting of the Association and enjoy its advantages.

The best plan for securing good work from the children, and the best method of arranging and displaying the same, together with the best mode of exhibiting school statistics, will probably be thoroughly discussed and illustrated by some member of the Committee. This discussion will, of itself, be of great advantage to the teachers of the State. Every teacher should be thoroughly informed as to the grade of his own work. He can obtain this information only by comparing his work with that of others. An inspection of the Centennial work will afford the means of such comparison.

The general testimony of those who supervised the preparation of the material sent to Philadelphia is to the effect that the effort on the part of the children to produce the work was of the greatest value to the children themselves. The effect could not be otherwise where the work was properly managed. Some of our city superintendents are of the opinion that in some branches their pupils were able to do fifty per cent. better work after the effort to prepare for Philadelphia than before. If the proposed inspection and discussion could show the teachers of the State how to improve their work in a like degree, the result would be an upward educational movement that would be of incalculable benefit to the State.

Let the teachers come up to our next meeting and see the Centennial work, compare their own work with it, and discuss the methods by which it was produced, in all the details.

For the Committee,

J. H. SMART, Chairman.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

WE have been compelled to abridge very materially several of the reports of institutes and normals sent us. The number of those reports is large and our space is limited.

A large number of institutes has already been held from which we have not, as yet, received any report.

AN OUTRAGE.—F. Hanford, principal of the Northside high school, Chicago, was recently murdered by Alexander Sullivan, clerk of the Board of Public Works. The offense charged against Hanford was that he had said in a written communication to the Council that Sullivan's wife was exercising undue influence with certain members of the School Board in securing the dismissal and appointment of teachers—that she had secured the appointment of Duane Doty as assistant superintendent, etc.

It is alleged that this trouble, with many others, has grown out of the fact that Mr. Doty has allowed himself to be used by the enemies of superintendent Pickard with the view of ultimately displacing Mr. Pickard. It is generally conceded, among educators, that Mr. Doty has taken a course from the beginning of this matter that cannot be defended on honorable grounds. He accepted the position of assistant superintendent knowing that his appointment was opposed by the superintendent and a large majority, if not all, of the principals and leading teachers. If Mr. Doty wished to be superintendent, the only honorable course he could have pursued was to stand entirely aloof till Mr. Pickard's case was settled.

A resident of Chicago says of this tragedy, "It brings a crisis when either the respectable elements with Pickard must rise and control things, or the opposing elements, with Doty, will ruin the schools."

We do not wish to do Mr. Doty injustice, and acquit him entirely of having anything to do, intentionally, with bringing about the calamity

above named, or promoting the unhappy state of affairs now existing in school matters, but the evidence before us will not allow us to acquit him of having allowed himself to be used in a way that violates all the rules of honor recognized among teachers. Whatever explanation there may be, Mr. Doty, at present, stands in a very unenviable light before the educators of the country.

THE SYSTEM OF SELECTING TEACHERS FOR COUNTRY SCHOOLS.

The question as to how teachers of country schools shall be selected is a very important and a very perplexing one. The old law left the selection of the teacher with the people, but the present law puts it entirely into the hands of the trustee. The old custom, which allows the patrons of a school to select their teacher, is a very popular one, and is yet the general rule, the law to the contrary notwithstanding. It is certainly democratic, and has some very plausible arguments in its favor. At first thought, it seems but fair and right that the people should select the teacher of their children; but, after years of testing, it is found to have some serious defects. It is the uniform testimony of all state superintendents that more trouble, more contention, more trials and more appeal cases grow out of these meetings for the selection of teachers than arise from any other source, and, some years, more than from all other sources combined. We have in mind this case, which is only a sample of what occurs almost every year in almost every township. An influential patron has a son who wants the school. The young man is not popular, is young, has attempted one school and proved a failure, and the director and a majority of the best patrons do not believe he can teach a satisfactory school, and are determined that another teacher shall have the place. A bitter contest takes place: the young man first mentioned, through the influence of his father, and by the votes of several unmarried men who have no interest in the schools, gets the school. Then arise the questions as to the legality of the call of the meeting, the rulings of the Director, the right of persons who are not patrons to vote, etc., etc. After a bitter strife and an appeal, the young man is victorious and begins his school. If all contention and all opposition could end here, the evil might be endured for the sake of the democratic principle involved; but, in most cases, the real trouble has but just begun. The continued opposition to the teacher usually detracts very much from the efficiency of his work, if the school is not entirely broken up.

To remedy this trouble, Superintendent Hopkins framed a law and secured its passage, putting the selection of teachers into the hands of trustees. He argued that the trustee could select and assign the teachers of a township to better advantage than could the people, and that in any case if the trustee took the responsibility the bitter strife would be

avoided, and the teacher could begin his work unprejudiced, and thus the same teacher would be enabled to accomplish very much more good. However good this theory may be, *practically* it has not done what was expected of it. Trustees shrink from the responsibility, and the people still insist on their "*rights*."

The Journal suggests the following compromise: Let there be one or two good men chosen in each district, who, in connection with the Director and Trustee, shall be empowered to select the teacher. This plan will, for the most part, avoid the strife, and, at the same time, enable the Trustee to consult the wishes of the district. That this would be a great improvement on either of the above plans, there can scarcely be a doubt.

THE OLD AND THE NEW.

The decision of the Supreme Court, reinstating the old superintendency law, has caused several changes in the county superintendents, and others will be made at the September meeting of township trustees. In some cases, superintendents have resigned because they could not comply with that clause of the law which says that the superintendent "shall visit the schools of the county at least once each year;" in other instances, the trustees have refused to confirm the appointment of the commissioner; but, in a large majority of cases, where the incumbents have given satisfaction and desired to continue, the trustees have deemed it wise to make no change. We regret to know that, in a few cases, trustees have been influenced in their action by partisan motives. Such a course, on the part of trustees, cannot be too severely condemned. The sentiment is very rapidly gaining ground among intelligent people, that school matters and politics should be entirely separated; and we believe that the day is not far in the future when applicants for educational positions, from the state superintendent to the teacher of a district school, shall be selected solely on the ground of *fitness*. The genius of our civil institutions demands that both educational and judicial offices should be kept, as nearly as possible, free both from party politics and religious dogmas. A trustee who has been influenced in his choice of superintendent by any other motive than that of fitness for the office, should be ashamed of himself, and if he does not volunteer, should be asked to resign.

The only proper question to ask is, "which person will serve the public most efficiently?"

THE attendance upon the institutes this year seems to exceed that of any previous year. It is also noticeable that the number of teachers being examined exceeds that of any previous year. This is accounted for on the ground that the hard times are driving many ex-teachers back to their old work.

THE FIRST MORNING—TEN SUGGESTIONS.

1. Before the "first day" arrives, see to it that your school house is in good condition, if you cannot always rely upon the trustees or director.

2. Learn from former pupils (in most cases this will be your only source of information) the classification of the previous school, noting the point in the book to which each class had advanced. These are *essential* preliminaries.

3. Be at the school house early to see that everything is in order, that there may be no delay or disturbance in the opening of school.

4. Make your opening exercises appropriate and *short*.

5. Let your "remarks" to the school consist of a few words of welcome, and, perhaps, a suggestion as to how each can help make the school a pleasant and profitable one. No sermonizing, no moralizing.

6. Proceed to the organization of your school, not by taking the names of the pupils (you have no immediate use for these), but by, in the most rapid way possible, *assigning work to each pupil*. Take your list of classes, before secured, and assign work to each class in arithmetic; assign it not quite so far along in the book as the point to which the class had advanced; let it consist in solving problems, and require that the work be left upon the slates and brought to the class. This will insure work. Lessons assigned to all the arithmetic classes will dispose of a very large majority of most ungraded schools. Next, call the large pupils, not yet provided for, and assign work, if possible, with one of the arithmetic classes already formed. Next, give attention to the little ones and give them employment. In this way a skillful teacher may assign work to any ordinary school in from fifteen to twenty minutes, and when all are provided with *work*, the chief trouble in the organization is overcome.

7. Begin with the classification of the previous teacher, and change afterwards, if found necessary.

8. Have clearly in mind just what you intend to do, and how you intend to do it. Ask no questions of the pupils.

9. Make no rules, except, perhaps, the general one, "Do right;" or, "mind your own business." Let the rules make themselves.

10. Allow nothing in the way of disorder on the first morning that you do not expect to permit when the school is fully organized. Begin as you expect to continue.

A teacher's success in a school depends very largely upon his first morning's work.

WE call special attention to the proposed action of the Centennial Committee, as reported in the Official, by the State superintendent. The Exhibit is doing much—very much—toward giving Indiana a respectable educational standing among the states, and it is doing much for the

cause of popular education in the state by creating a healthy self-respect for the intelligence of the state, and inspiring a laudable ambition to compare favorably, in educational matters, with the best states in the Union; but it is not benefiting our teachers as much as is desirable, for the reason that comparatively few of them can see it.

By bringing it to Indianapolis, as is proposed, hundreds who cannot go to Philadelphia, will be able to see it and profit by it. This feature of the next State Association ought to make it the largest ever held.

A CAPITAL IDEA.

W. A. Boles, superintendent of Shelbyville, spends a part of three weeks preceding the opening of his schools in examining and classifying new pupils that are to enter the schools for the first time. He also calls in all the pupils for a short time, so that each one may know just where to go on Monday morning.

This arrangement relieves the superintendent from the task of examining pupils on the first day, and enables him to give his entire time to the organization of the schools in the various rooms. If the superintendent ever needs to be at liberty it is on the opening day of school, and if teachers, especially new ones, need his presence and assistance it is on that day. The suggestion strikes us very favorably, and we commend it to the careful consideration of other superintendents.

MRS.

We frequently hear persons going out of the way to pronounce *Mrs.*, *Mistress*, thinking, no doubt, that the ordinary pronunciation is wrong. We trust such persons will examine their dictionaries, and when they do, they will find that the word "mistress" has two or three proper uses, but that it is never properly used as a title of respect. The abbreviation *Mrs.*, preceding a proper name, should always be pronounced *missis*, not *mistress*. Thus, *Mrs. Brown*, *Mrs. Smith*, should be pronounced *Missis Brown*, *Missis Smith*.

WE regret that we have been disappointed in an article speaking of the Centennial Educational exhibits somewhat in detail. We hope to be able to give our readers such an article next month. While we have spoken in commendable terms of our own exhibit, we are not unmindful of the fact that many of the states make good exhibits also, and we shall do ourselves the pleasure of making special mention of them.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JULY, 1876.

ARITHMETIC.—1. Give your method of teaching subtraction to beginners. Define subtraction, minuend and remainder.

2. Define corporation, stock, share, dividend and premium, as used in stock operations.

3. Find the G. C. D. of 169 and 793. Give reason for each step.

4. How many yards of carpet 2 feet 6 inches wide will it take to cover a floor 20 feet by 18 feet?

5. From the wreck of a vessel were taken goods to the value of \$8,750, which sum was $\frac{7}{80}$ ths of the value of the whole cargo. What was the value of the cargo?

6. What is the difference between the true and bank discount on \$842 for 90 days at 7 per cent. per annum?

7. When the interest, rate, and time are given, how do you find the principal? Illustrate.

8. Why must the terms forming a ratio be of the same kind? Illustrate.

9. A circle is 6 feet in diameter, what is the diameter of a circle containing one-half the area?

10. If 2 feet is the first power, what are the 2d, 8d, and 4th powers? Draw figures representing each.

GEOGRAPHY.—1. What is the commercial metropolis of Indiana? of Ohio? of Illinois? of Missouri? of California?

2. What is the name given to the chief ruler of Russia? of Turkey? of Egypt? of Germany?

3. Reckoning from Washington, we find what place that presents neither latitude nor longitude.

4. In what zone has man attained the greatest intellectual development? Give reasons.

5. Locate the rainless districts of the Western Continent.

6. Where do we find the hog, the zebra, the camel, the grizzly bear, and the rhinoceros?

7. From what countries do we obtain cinnamon, Peruvian bark, pepper, coffee, and cloves?

8. Name the five largest rivers that flow into the Ohio.
9. The shores of what countries are washed by the North sea?
10. What countries of Asia lie on the coast between Behring Strait and the Bay of Bengal?

GRAMMAR.—1. Name the classes of phrases and illustrate each.

2. What are modifiers? Name the different classes and give examples of each.

3. Analyze and parse the following: *What* the boy admires, the youth *endeavors*, and the man *acquires*.

4. Name and define the classes of pronouns.

5. State the different uses which the noun may have in the sentence, and illustrate each.

6. Name and define the elements of a sentence.

7. What different uses does the word *sweet* serve in the two expressions, "Sweet apples," "The apple is sweet."

8. Conjugate some verb through the past perfect tense of the passive voice. Then change the given forms, making them interrogative and active.

9. Correct the following, giving reasons: The town is situated on rather a narrow strip of land. The case has no resemblance with the other. We didn't find nobody at home.

10. Tell when a noun is in the nominative case. Give all the cases and write an illustration of each.

HISTORY.—1. Who were the Northmen? When is it supposed that they discovered America?

2. What five points were the chief objects of attack by the English in the French and Indian war? For what reasons were they chosen?

3. Give an account of the siege of Yorktown and the surrender of Cornwallis.

4. When was the Southern Confederacy founded, and where?

5. For what was the year 1871 remarkable?

PHYSIOLOGY.—1. What are the chief sources of ill health?

2. How do bones grow?

3. Describe the spinal cord.

4. Why are the veins pulseless?

5. What is the effect of marsh miasms?

THEORY AND PRACTICE.—1. What are the advantages of following a definite programme of recitation and study in school?

2. In asking questions in a recitation, why should the question be asked before the pupil who is expected to answer it is designated?

3. How do you teach good manners in your school?

4. Should a time be set apart for moral instruction each day, or should it only be given incidentally? Give reasons for your opinion.

5. State the advantages and the disadvantages of keeping a record of pupils' standing in each recitation.

DON'T SAY,

Return as quick as you can.
 Give me a soon and direct answer.
 The post stood firmly *for* The post stood firm.
 She looks queerly *for* She looks queer.
 The orange tastes sweetly *for* The orange tastes sweet.
 The branch breaks easy *for* The branch breaks easily.
 I feel tolerable well *for* I feel tolerably well.
 This is a-miserable poor pen.
 The weather is horrid *for* The weather is disagreeable.
 That dress is perfectly awful.
 We had an awfully good time.
 This is a tremendously hard lesson.
 Harry is a mighty nice boy.
 He jumped on the chair.
 He fell onto the stove *for* He fell upon the stove.
 He went in the house *for* He went into the house.
 I am angry at him *for* I am angry with him.
 The two ate it among themselves.
 The three ate it between themselves.
 Air consists in oxygen and nitrogen.
 He has did his problem *for* He has done his problem.
 Mary has came late *for* Mary has come late.
 John has ate the apple *for* John has eaten the apple.
 He has sat down the gun.
 She had already set down.
 The horse was drove hard.
 She hasn't spoke to me *for* she hasn't spoken to me.
 The leaves have fell fast.
 That is wrote obscurely.
 The bird has flew away *for* the bird has flown away.
 Henry was chose first *for* Henry was chosen first.
 I have began to think so *for* I have begun to think so.
 The matrass was shook up.
 He has forsook us *for* He has forsaken us.
 Henry has took it *for* Henry has taken it
 Do you think he has stole it?
 I done it hastily *for* I did it hastily.
 I come in late, yesterday, *for* I came in late, yesterday.
 He set down on my hat *for* He sat down on my hat.
 He sat my hat on the table.—*Bulletin.*

THERE were 90 teachers enrolled in the Sullivan Normal. Crawford
 & Co. always have large normals, and make them lively.

HOW TO ORGANIZE.

Upon taking charge of the schools we found them *without system*, in fact, no *public school* had been held the year previous; pupils had pursued such studies as they were inclined, and in any manner they chose. After determining upon a *system* and laying off the work to be accomplished by the particular departments, we notified our pupils and patrons that, at a certain time, an examination of *all the children of school age* in the corporation, designing to attend our school the following year would be held. *Every pupil* was so examined, and although some errors were made, the grading was, in the main, quite successful. When examined, each pupil was given a certificate stating his grade, room, and teacher, which certificate he was to present to the teacher named, upon entering. The teachers were supplied with lists of names of pupils assigned to them individually, and when the certificate was presented, the pupil was checked on the list; provided a pupil entered without a certificate, the list was examined, and, if his name did not appear on it, he was referred to the superintendent. Each teacher had prepared and placed upon the board, *programme, lessons assigned, etc.*, and at the close of the first half hour, a stranger could not have detected, from observation, whether we had been teaching *one half hour* or *a week*.

J. E. M.

LAGRANGE.—The normal is progressing finely. It is in its second week, with an enrollment of 50, and more are coming in. Lagrange county teachers do not intend to be behind in their efforts to improve the educational standard of the schools under their charge, and you will hear a good report from this county this winter, in the matter of the common schools. The township trustees, at a meeting held August 4, selected Mr. S. D. Crane as county superintendent. Mr. Crane held the office under the *old law*, and until the appointment by the commissioners; they selected another man, but the trustees thought that injustice had been done to Mr. Crane, hence the appointment. It is to be hoped that the coming legislature will allow the superintendency question to rest and give the matter a fair trial. It cannot fail to be a great benefit to our common schools. In the short time of its operation it has accomplished much, and the probabilities of its being just what our schools need are very great. Therefore, let the law alone, for the present, at least.

D.

HON. JOHN H. GOODALE, superintendent of schools at Nashua, N. H., says in regard to the course of study arranged: "Objection is sometimes made to some of the branches prescribed, that they are not sufficiently *practical*; that they have no reference to the business of every-day life. We reply, that *every study* which requires mental exertion is a practical one. Besides, the school pursuits of our children should be fitted not only to increase their money-making power, but also to widen the range of their vision, and to multiply the sources of their happiness.—*Ec.*

EDITOR SCHOOL JOURNAL.—I have just read, with a high degree of interest, the "*Schools of Indiana*," as prepared under the supervision of Hon. James H. Smart. The whole work is highly creditable, both in its conception and execution, and is well fitted to bring credit to the educational interests of the State.

No part of the work is more interesting than "*Our Eminent Educators*," by Daniel Hough, and no one in reading it will fail to award him a high meed of praise for what he has so well accomplished for our educational history.

After what Mr. Hough has done, it were simply ungrateful to find fault, and I shall not attempt it. I may, however, be permitted to confess to a feeling of disappointment in not finding some names that I confidently expected to see, chief among which is that of Charles Barnes. Most of the educators, as well as very many of the friends of education in the State, know what he accomplished for the schools. For several years the schools of Madison, under his charge, were the best between Cincinnati and St. Louis, and that at a time when the public schools of Indianapolis were scarcely better than those of the surrounding country districts. Indeed, they were the only ones worthy of the name, *graded*; and when the attempt was made in our large cities to establish public schools, Madison was looked to to furnish the appropriate model. During all that time the teachers of the public schools unitedly and cheerfully awarded to Mr. Barnes the position as *head* of the teaching force of the State.

Mr. Barnes was a good scholar, a thorough and successful teacher, and possessed administrative abilities of the highest order. All these qualifications were adorned and sanctified by a deep, earnest piety. E. P. C.

THE Pythagoras blocks are five in number. They consist of three right-angled triangles, one trapezoid and one trapezium, all cut from two squares. They may be arranged in two ways into a single square, thus visibly and materially demonstrating the proposition that "The square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides.

A HIGHLY successful music school has been in operation in Zenia, O., for several years, under the title of MIAMI CONSERVATORY OF MUSIC. A similar school, under the same management, has also been in operation for several years in Madison, Indiana, under the title of MADISON MUSICAL ACADEMY. Both of these institutions have been removed to Columbus, Bartholomew county, Indiana. The united schools will hereafter be known by the title of CENTRAL CONSERVATORY OF MUSIC.

A FRIEND sends the following: "Friend Bell: I congratulate you on your purchase of the Northern Indiana Teacher. The Journal, like Aaron's rod, continues to swallow the rest."

NORMALS.

Wayne county normal, at Centerville, under the charge of J. C. Macpherson, assisted by T. C. Smith, John Cooper, and others, numbered 77, a gain of 25 per cent. on last year's enrollment.

The Kokomo normal, which we mentioned last month as numbering 50, continued to increase in number and interest to the close, when it numbered over 70.

The normal held at Mexico, Miami county, under the charge of W. Steele Ewing, enrolled 95.

The Marshall county normal enrolled 51 members.

The Wells county normal will open at Bluffton, September 12, and continue ten weeks.

The normal at Goshen, under the charge of Profs. Blunt and Moury, is very prosperous. Enrollment 150. An effort is being made to have this institution a permanent one, by forming a joint stock company for the erection of a suitable building.

The Rush county normal numbered 84, and was as quite a success in point of merit.

THE Normal held at Greenfield, under the charge of J. H. Binford, numbered 64.

THE Ohio Free Normal Institute has been established as a new department in Antioch College, at Yellow Springs, Ohio. A year's free tuition ought to attract a large number of teachers who wish to more thoroughly prepare themselves for their work.

ANOTHER NEW NORMAL SCHOOL.—A normal department has been added to the regular academic and college course of Moore's Hill College. J. P. D. John, the new president of the college, is well and favorably known in the southern part of the state, and we predict at least a fair degree of success to this new enterprise.

THE Chicago School Board has recently made a wholesale reduction of teachers' salaries, taking off twenty-five per cent. from the highest to the lowest.

THE Indiana State Fair and Exposition will open September 25, and close October 18.

THE report of the Huntington schools for 1875-6, is a tastefully arranged volume of 68 pages, and besides the ordinary statistics, contains some valuable suggestions to teachers in the various grades of school. The Huntington schools are certainly under good supervision, and the superintendent and trustees deserve much credit for publishing such a report. It shows enterprise. Jas. Baldwin is superintendent.

THE following answers to the accompanying questions furnished us by a county superintendent, indicates the character of some of the applicants desiring to teach school:

Geography:

Question 1. What is the commercial metropolis of Indiana? Of Ohio? Of Illinois? Of Missouri?

Ans. "The commercial Metropolis of Indiana is *agriculture*, of Ohio *coal*, of Illinois *hay*, of Missouri *mineral*."

Ques. 2. What are the five largest rivers that flow into the Ohio?

Ans. "The five largest rivers are blue river flat rock white river."

History:

Ques. 1. What five points were the chief objects of attack by the English during the French and Indian war?

Ans. "The five points of attack by the English during the French and Indian war were *murdering the settlers*."

Ques. 2. When and where was the Southern Confederacy founded?

Ans. "In 1859 at charleston."

The following in Anatomy is respectfully submitted to the careful consideration of our doctors:

Ques. 1. Describe the spinal cord.

Ans. "The spinal cord is composed of a soft substance called *cartilage*."

•Ques. 2. Why are the veins pulseless?

Ans. The veins are pulseless *because the pulse is in the nerves*.

Ques. 3. Describe the ear.

Ans. "The ear is situated on the side of the head and aids in hearing and improves the looks as it is shaped like South America and is composed of three bones."

INSTITUTES will be held as follows:

Sept. 11. Hancock co., Greenfield, W. P. Smith, sup't.

" 18. Warren co., Williamsport, A. Nebeker, sup't.

" 25. Owen co., Spencer, Wm. R. Williams, sup't.

" 25. Brown co., Nashville, J. M. McGee, sup't.

Oct. 2. Orange co., Paoli, J. L. Noblitt, sup't.

" 2. Henry co., New Castle, Geo. W. Hufford, sup't.

" 16. Lagrange co., Lagrange, D. S. Crane, sup't.

" 23. Noble co., Wawaka, M. C. Skinner, sup't.

Nov. 6. DeKalb co., Waterloo, James A. Barns, sup't.

" 6. Elkhart co., Goshen, D. Moury, sup't.

OUR WORK, is the name of a new Christian Educational monthly, published at Union Christian College, Merom, Indiana. Mrs. Drue P. Watson, Editor. Friends of the college, especially, should patronize it.

THE Botanical Gazette is the title of a monthly devoted to Botany, edited and published at Hanover, Ind., by J. M. and M. S. Coulter.

NOTE.—At a meeting of the State Board of Education, held Sept. 30, 1875, the following resolution was adopted, viz: "*Resolved*, That whenever it shall come to the knowledge of the President of this Board that any county superintendent has submitted the county questions to his teachers before the last Saturday of the month for which they were issued, the Clerk of the Board shall be directed to withhold the county questions from such county superintendent until such time as he shall agree to comply with the rules made by this Board in relation thereto."

HARTSVILLE UNIVERSITY, located at Hartsville, Bartholomew county, has issued its annual catalogue for 1875-6, from which we learn that a collegiate, classical and scientific, a theological, a commercial, and a musical department are sustained. The total enrollment, including the preparatory school of 84, was, for the year, 148. Our information is that this school is doing good, faithful work, and is exercising a good influence in its part of the state.

SOUTH BEND has a population of 12,000, six school buildings, and employs 81 teachers.

WILSON, HINKLE & Co. are getting out an Indiana edition of their Eclectic Geography, with a full page county map of the state.

THE fall term of the State Normal School, at Terre Haute, will begin Friday, Sept. 1.

INSTITUTES.

WABASH COUNTY.—The Teachers' Institute of Wabash county convened August 21, 1876. During the first day 166 names were enrolled. At the close of the session the number reached 221. Instruction was principally given by persons from our own county. Prof. Fertich, of Muncie, was the only foreign instructor. The Professor gave several practical and interesting lessons, but more especially directed his attention to elocution. He gave a lecture on "Manhood," and an entertainment pertaining to elocution. Our teachers are wide awake, earnest and enthusiastic, and believe they can, by what they have learned, accomplish better and more efficient work. Several resolutions were passed, among which was the following:

Resolved, That we congratulate the State of Indiana on the restoration of the County Superintendency law; that we denounce the action of the Legislature of 1875 as regressive, and that we demand of future legislatures only such legislation, in regard to said law, as will render it more effectual.

J. N. EWING, Sec'y.

JEFFERSON COUNTY.—The Institute of Jefferson county closed Aug. 25, after one of the most interesting and instructive sessions ever held. Instruction was given in arithmetic, orthography, United States history,

theory and practice, and geography, by J. J. Mills and J. M. Olcott, of Indianapolis. It has been our good fortune to meet many good institute workers, but justice compels us to say that Prof. Mills is one of the most efficient and most indefatigable workers that we have ever met. State Sup't. Smart was with us on Monday evening, and made many friends. Many of our home teachers took a prominent part in the exercises of the week. Several papers were read, among which were those on the "Atmosphere," by Dr. Matthews, of Madison, and "Origin of Penmanship," by Prof. Halpart, of Madison. John Roberts favored the Institute with a fine lecture on "Sights and Insights," a sketch of his travels in Europe the past summer. We had two addresses on "Morals," one by Rev. J. F. Hutchison, and the other by Rev. J. S. Reager, both of Madison. To give all the good points of the Institute would be to give all its proceedings, and time and space alike forbid such a procedure. We enrolled 151, with an average attendance of 120. Appropriate resolutions were passed by the Institute.

J. B. MOUNT, Sec.

BENTON COUNTY.—The sixth annual Institute of Benton county opened on Monday, August 7, 1876. Enrollment 135, average attendance, 70; exceeding by nearly 50 per cent. that of any previous institute. Superintendent Smart was present and lectured, after which he met the trustees. E. M. Chaplain of Warsaw, W. H. Greene, of Fulton county, and Prof. Barr, of Oxford Academy were present and did very effective work. Sup't. Smart lectured to a large audience on Tuesday evening. The interest was very great, and our teachers are resolved to do better work in the future. A teachers' association was formed, to meet quarterly. Our teachers are enthusiastic, and I feel confident that they go to their work better qualified to discharge their duties.

B. F. HEATON, Sup't.

DECATUR COUNTY.—The Decatur County Institute convened at Greensburg, August 14, 1876. The county superintendent, P. Ricketts, presided, and J. A. H. Stagg was appointed Secretary. One hundred and twenty-six teachers were enrolled; average attendance about 100. The principal instructors were William E. Lucas, W. A. Bell, C. W. Harvey, W. H. Powner, P. Ricketts, and W. P. Shannon.

The work of the Institute consisted principally of practical lessons and discussions. Two evening lectures were given, one by W. A. Bell, of Indianapolis, and one by State Superintendent Smart. A social was held in the court house. The Donnell Family furnished music for the occasion.

J. A. H. STAGG, Sec'y.

DEARBORN COUNTY.—The annual session of the County Institute closed on Friday evening, August 4. The session just closed has been the best in the history of the organization. It has been the *ne plus ultra* in fact, and something of which the teachers of Dearborn should be proud. If there is any one who has not learned something, and who did not experience a good time generally, it has been his own fault. The

programme was carried out to the letter, which reflects great credit on our county superintendent, who, by the way, won the esteem of all. The instructors did admirably. Prof. Bennett, the hard worker; Shultz, the *irrepressible*; Trisler and Isley, will all be long remembered by the entire Institute. J. M. Olcott, of Indianapolis, an old Lawrenceburg teacher, was with us two or three days, and his visit was really a treat. His lectures were models of excellence and his work was effective. We hope next year to make improvement even on this session. The time will be lengthened, probably, to two weeks, which, in itself, is desirable.

HAMER DAVIS, Sec'y.

MONTGOMERY COUNTY.—The Montgomery County Institute convened at Waveland, July 31. It is acknowledged a success by all who attended. All honor is due Prof. Kritz for the manner in which it was conducted. Prof. Tingley, of Asbury, T. J. McAvoy, and others, gave valuable instruction. Evening lectures by O. H. Smith, Jos. Tingley, and Superintendent Smart. One hundred and thirty teachers were enrolled, and the attendance good throughout the week. Arrangements were made for holding a Normal Institute next year.

PHRONE A. ENSMINGER, Sec'y.

WARRICK COUNTY.—The Institute in this county commenced August 25, lasting the usual five days. It was conducted by C. W. Armstrong, county superintendent, W. Welch, A. C. Crouch, and Prof. O. H. Smith. One hundred and twenty-five names were enrolled, with a daily average attendance of 100. Great interest was manifested by all in attendance, and we think our schools are bidding fair to compete with the best. An evening lecture, delivered by O. H. Smith, gave general satisfaction, although two political meetings, held at the same time, interfered somewhat with the attendance. * *

JOHNSON COUNTY.—The Teachers' Institute convened at Franklin, August 21, with an attendance of 75 teachers and numerous visitors. Our county superintendent secured an able corps of instructors, among whom were Pres. Stott, D. D., of Franklin College, Profs. Hough and Bell, of Indianapolis, Prof. E. P. Cole, of Hopewell, and Prof. Wilson, of Edinburg; also, Messrs. England and Barnett. Essays were read by Miss Alice Palmer, late graduate of the State Normal School, and Miss Nellie H. Loomis. The Institute was favored with interesting lectures by Profs. Hough, Bell, O. H. Smith, of Rockport, and Owens, of Noblesville. The Institute was one of universal interest.

J. R. BAY, Sec'y.

CRAWFORD COUNTY.—The Institute in this county assembled Aug. 21, and closed Aug. 26. Nearly all the teachers in the county were present, and the interest and good feeling which existed were unsurpassed in the history of institutes in this county. The prime object which all seemed to have in view was an improvement on the methods of teaching in the

common schools. Professors Johnson and Weathers were regularly employed as instructors, and they acquitted themselves admirably.

An important feature of the Institute was the evening entertainments. These consisted of lectures, discussions and essays, which were highly appreciated. A number of important resolutions were passed, among which was one heartily indorsing the restoration of the school law of 1873, in regard to county superintendency. Another, declared it was the duty of every teacher to take and read the "*Indiana School Journal*."

Altogether, our week's work gave an impetus to the cause of education in the county which *must* be felt during the coming year.

W. C. SPRINGSTEIN, Supt.

JAY COUNTY.—Teachers of Jay county met in Institute, pursuant to call from the county superintendent, at Portland, Aug. 28. S. K. Bell was chosen President, T. W. Fields, Recording Sec'y., and J. R. Osborn, Enrolling Sec'y. Enrollment, 120; average daily attendance, 75. The interest was good. Profs. E. Tucker, M. C. Culver, J. W. Thornburg, and Sup't. Bell, were the principal workers. Professor J. M. Davis, of Ridgeville College, lectured, on Tuesday evening, on "Men at the Jack-Screws." Professor A. M. Weston, of the Union City Normal Institute, worked on Wednesday, and lectured on the "Rising Generation," in the evening. There was a Centennial Social on Thursday evening, a very enjoyable occasion.

T. W. FIELDS, Sec'y.

MORGAN COUNTY.—Our County Institute closed Aug. 25. The average attendance was larger than ever before. Professor M. Seiler, Misses Maggie Cox and Lucy V. Gosney were the regular teachers, and did excellent work. O. H. Smith, President Jones, of State Normal School, and Prof. Dobson, of Hendricks county, were present, and by their able lectures rendered valuable assistance. Their services were highly appreciated. Our teachers go forth to their work with renewed courage.

R. V. MARSHALL, Sup't.

PIKE COUNTY.—The Institute in this county convened August 21, and closed August 25. It was very successful, and the teachers seem to feel that it was a week well spent. The Institute has surely accomplished more than any institute we ever held in this county.

T. C. M.

MONROE COUNTY.—The Monroe County Institute began August 28, and was the largest ever held in the county. The enrollment was over 100, the attendance regular, and the interest good. The University Faculty gave some assistance, but we had no help from abroad. Dr. Moss, president of the University, gave a most excellent address on Monday night; Prof. McNutt gave an address on Tuesday night, and on Thursday night we had an institute "class-meeting." A good feeling prevailed throughout, and it is evident Monroe is "marching on." * *

HENDRICKS COUNTY.—The twelfth annual Institute of Hendricks county was held in Danville, during the week beginning Aug. 28. One

hundred and sixty teachers were enrolled, and there was an average attendance of 125. Taking into consideration several unusual and unavoidable hindrances, this was the best attended institute ever held in the county. In addition to the work done by the superintendent and home teachers, Miss Lucy V. Gosney, of Indianapolis, presented the primary work of the first and second years of school with marked ability and acceptance, and Prof. Watkins, of Dayton, Ohio, one of the best practical workers in the West, was present most of the time. Hon. E. E. White was in the institute one day, and his lectures on school management were by all declared the best ever given in the county. State Superintendent Jas. H. Smart visited the institute, and his valuable and spirited talks to the teachers infused into them much life, confidence, and enthusiasm. With such a leader, our school system is safe. Prof. White and Sup't. Smart each gave evening lectures to large and appreciative audiences of teachers and citizens.

The professional spirit of the teachers of Hendricks county was never before so good, and the superintendent, trustees and patrons are all much encouraged at the prospect of a most excellent year's work.

Resolutions were passed, indorsing the superintendent's efforts to advance the standard of scholarship and professional attainments of the teachers of the county, deprecating school meetings for the purpose of selecting teachers, and instructing the superintendent to early employ two of the best professional institute workers to be had in the land, for the next annual institute. * * *

PERSONAL.

COMPLIMENTARY.—Professor Moury, superintendent of the schools in Elkhart county, was in town a short time last Thursday, and gave us a pleasant call. Mr. Moury is regarded as one of the best superintendents in the State. An election under the old law was held last week, and the Professor was made the unanimous choice for superintendent. His schools have a good reputation, and, indeed, it could not be otherwise while they are under the control of one so earnest and competent in his work. We are very glad to add superintendent Moury to our list of valued acquaintances.—*Milford News*.

H. S. TARBELL, of East Saginaw, Michigan, was recently nominated for the office of State Superintendent by the Republicans of Michigan, at the request of the teachers of the State. This is a move in the right direction. Teachers ought to have something to say in such matters.

Col. D. F. DEWOLF, for thirteen years superintendent of the Toledo schools, has accepted the chair of Rhetoric and Modern Languages in Western Reserve College, at Hudson, Ohio.

B. F. OWENS has resigned the superintendency of the Noblesville schools to enter the ministry of the M. E. Church. That he may be fully prepared for his new work, he is spending a few months as book agent. Nothing like it.

JOHN B. PEASLEE, of Cincinnati, is the best looking superintendent in the United States, and is the only one who had the courage to exhibit his "countenance" by the thousand at the Centennial.

MISS MARY E. THOMPSON, assistant teacher in the Franklin high school, resigns her position to go to China as a missionary. She leaves behind many warm and well-wishing friends.

GEO. A. YATES, principal of the third district school, Covington, Ky., has been spending his summer vacation in this state, representing the interests of Wilson, Hinkle & Co.

JAMES MCNEIL, former superintendent of the Richmond schools, goes to Antioch College, Yellow Springs, Ohio, to take charge of the Normal Department of that institution.

The Hon. E. E. WHITE, president of Purdue University, had conferred upon him the degree of LL. D., by the Indiana State University, and also by Marietta College, Ohio.

W. F. PHELPS, late president of the National Educational Association has resigned the presidency of the Winona (Min.) normal school to accept the presidency of the State Normal at Whitewater, Wisconsin.

THOMAS OLCOTT, of North Vernon, will take the Osgood schools the coming year.

J. E. MORTON, last year of Frankfort, will take charge of the Brookville schools the coming year.

HENRY GUNDER has been reappointed superintendent of North Manchester schools. Salary, \$1,000.

PHILANDER RICKETTS has resigned the superintendency of Decatur county to enter the Junior class of Wabash College.

W. E. LUCAS, formerly high school teacher at Connersville, will graduate at Cornell at the close of the coming year.

JAMES L. CAER, of St. Omer, has been elected superintendent of Decatur county *vice* P. Ricketts, resigned.

F. O. BURDICK, formerly of Indiana, will remain at Sharon, Wis., for another year, at an increased salary.

L. E. LANDES will take charge of the Rossville graded schools the coming year.

J. C. CHILTON, formerly traveling agent for Jones, Bros. & Co., will make Orleans, Ind., his field of labor for the coming year.

A. B. THRASHER takes the Tipton schools.

J. L. HOUGHEN is superintendent of the Brownstown schools.

J. V. COOMBS has engaged to take the principalship of the school at Alamo.

J. M. WRIGHT takes charge of the Darlington schools the coming year.

Rev. E. C. TRIMBLE is superintendent of Daviess county *vice* Edward Wise, resigned.

J. W. STOUT remains as superintendent of the North Vernon schools.

W. S. FRY will continue in charge of the schools at Washington.

—— McSWAIN continues at Petersburg the coming year.

E. S. CLARK, late of Aurora, is to take the Mt. Vernon schools.

C. R. CORY has been appointed superintendent of Franklin county. He served under the old law, and is restored with it.

BRUCE CARE goes to Columbia, Ky., to teach next year at a salary of \$1,000.

W. M. BLAKE takes the superintendency of the New Castle schools *vice* G. W. Hufford, resigned.

J. T. DOBELL is the new principal of the New Castle high school.

C. W. HARVEY, who has superintended the Greensburg schools for the past seven or eight years, is to continue the coming year.

WM. P. SHANNON remains as principal of the Greensburg high school.

D. ECKLEY HUNTER has arranged to take charge of the Brookston Normal Academy, located at Brookston, White county.

Jos. HENRY, assisted by Miss Laura Henry, takes the Shoals schools.

A. O. REUBELT has been elected for his third year as superintendent of the Lebanon schools.

J. W. BISHOP is superintendent of the Lebanon high school.

J. F. SCULL returns to Zionsville, after a year's absence, to take the schools.

A. M. LYSTER, who graduated at the N. W. C. University, June last, has been elected superintendent of the Thorntown schools.

J. W. THORNBURG remains in charge of the Portland schools the coming year.

D. B. VEAZEY, agent for D. Appleton & Co., has removed his office from Indianapolis to 117 State street, Chicago. His field of labor (Ind. and Ky.) remains the same.

H. G. WOODY has re-engaged to take charge of the New London schools next year.

GEORGE W. HUFFORD, superintendent of Henry county, has connected himself with the Spiceland Academy as associate principal with Clarkson Davis, the old principal. This school, which is already one of the best of its class in the state, will doubtless still improve with two such men at its head as those above named.

E. S. HOPKINS is superintendent of all the Jeffersonville schools, except the Rose Hill building, and spends half his time in teaching in the high school. Jeffersonville is peculiar in its school organization.

LEE AULT, the efficient superintendent of the Winchester schools, is also editor of the principal weekly paper in the county. This is bringing the press and public schools very near together.

Dr. G. P. WEAVER, the worthy successor of J. M. Bloss, as principal of the New Albany female high school, is re-elected for the present year. Rev. W. M. Jordan is assistant instructor.

D. A. EWING, late superintendent of the South Bend schools and of St. Joseph county, is now superintendent of the Virginia City (Nevada) schools, at a salary of \$175 per month, in gold.

J. M. JOHNSON continues in charge of the Marengo Academy, at Marengo, Ind.

J. H. BINFORD has been re-elected superintendent of the Greenfield schools.

R. A. STURGUS will take charge of the Barnett Academy at Charlestown.

A. CHAMBERS remains as principal of the Lexington schools.

W. B. GOODWIN will continue as principal and superintendent of the Rose Hill school building at Jeffersonville.

J. N. Payne leaves Jeffersonville and goes to Corydon, Ky.

J. W. JONES, formerly of Muncie, is now principal of the Upper Spring street school, New Albany.

E. S. WELLINGTON is principal of the male high school, New Albany, and is assisted by Mr. S. A. Chambers.

J. P. FUNK remains as superintendent of the Corydon schools.

JOHN G. CHAMBERS is at the head of the schools at Scottsburg.

W. J. CRISLER will take the St. Omer schools *vice* James Parr, elected superintendent of Decatur county.

J. B. ROBERTS continues as principal of the Indianapolis high school.

S. K. BELL has been "confirmed" by the trustees as superintendent of Jay county.

BOOK-TABLE.

OUR LANGUAGE; OR, HOW TO SPEAK AND WRITE CORRECTLY, by G. P. Quackenbos, LL. D. New York: D. Appleton & Co. D. B. Veazey, 117 State St., Chicago, Agent for Indiana. 180 pp. Price, 60 cts.

This little book is one of the best of its kind yet issued. It seems to combine the good points of all its predecessors, so far as its space will allow. It starts with the correct idea that the sentence is the *unit* of language, and proceeds in a simple yet logical way to discuss and illustrate all the ordinary forms of speech. Barring technicalities and unusual forms and idioms, the book is quite complete in itself. The variety of exercises is great, and the illustrations and models given serve to bring every subject within the easy comprehension of the child.

There is no doubt in the mind of the writer that this little book, sensibly taught and mastered, will be of very much more practical value to pupils than twice the amount of time spent on the ordinary grammars taught in the usual way. The pictures in the book and little stories, of themselves, and the general "get up" of, "Our Language," does the publishers credit.

INSTRUCTIVE ELOCUTION, designed especially for teachers and private learners, by W. H. Fertich.

The above mentioned volume comprises something more than 200 pages, and consists largely of selections which seem to us to furnish a pleasing and instructive variety. The author has wisely given but few "rules," and has stated and explained them in a way easily understood. The book proceeds on the basis that plain reading underlies "elocution," and hence it will be of service to teachers in the common schools. The author has an original lecture at the close of the book which is very readable, and still more pleasing when listened to.

Professor Fertich must now be added to the already respectable list of Indiana authors.

HARPER'S WEEKLY, the best illustrated weekly published, still comes regularly to amuse and instruct us. Nast's cartoons are worth more than the subscription price. Harper Brothers, N. Y.

SCRIBNER'S MONTHLY is one of the best magazines of the kind published. The best writers in the country contribute to its pages. It furnishes an excellent variety of choice matter, and is extensively illustrated. Scribner & Co., N. Y.

THE NURSERY, published by John L. Shorey, Boston, takes lead of all the papers for "little folks." It is a delight to them always.

LOCAL.

AN AGENT just cleared \$199 first three weeks selling the Life and Labors of Livingstone. Another \$80 first six days. Over 50,000 copies of this Standard Life of this Veteran Explorer sold. 150,000 more needed by the people. A book of matchless interest, profusely illustrated and very cheap. A royal chance for agents. For proof and terms, address HUBBARD BROS., Philadelphia, P.; Cincinnati, O.; Chicago, Ill.; Springfield, Mass. (N. W. A.) 7-3t

THE greatest selling Centennial Book is "OUR COUNTRY AND ITS RESOURCES." Not only complete in our thrilling history of 100 years' growth, but grand in descriptions of our great lakes, rivers, mountains, cities, curiosities, natural wonders, and all our mighty resources in Agriculture, Commerce, Minerals, Manufactures, form of Government, etc. History and description of America's Greatest Nation and the Centennial Celebration, profusely illustrated. No equal extant. Over 1200 pp., with a "Century" map and a "Bird's-Eye-View," free. Agents are making \$40 to \$120 weekly. 4000 more wanted quickly. Big terms.

Address HUBBARD BROS., Pubs., Philadelphia, Pa.; Cin., O.; Chicago, Ill.; Springfield, Mass. 7-3t

INDIANA STATE FAIR AND EXPOSITION.—For this year of the great Centennial Exposition, the managers of the Indiana State Fair and Exposition have deemed it advisable that a Fair proper be held during the first week of the Exposition instead of the last, as heretofore. It is believed that this arrangement will prove to be generally satisfactory to exhibitors and visitors.

The number of entries and applications for space, stalls, etc., at this early day, is indicative of the usual grand display, and clearly shows the interest felt in these *annual reunions* that have so greatly aided in the advancement of the various industries of the country; and, notwithstanding the general depression in business, the people, encouraged by most bounteous crops, begin to feel relief and take hope that there is a better day coming, and will take this occasion to rejoice thereat.

The railroads, with their accustomed liberality, will transport passengers and articles for exhibition at reduced rates; and the managers will leave nothing undone to make the Fair and Exposition a complete success. The indications are that the show, in all departments, will be unusually fine. Let everybody attend the State Fair and Exposition this Centennial year.

The Fair will open Sept. 25, and close Oct. 18. Premium Lists furnished on application. ALEX. HERON, Secretary.

ANTIOCH COLLEGE, Yellow Springs, Ohio, has added a Normal School to its departments. One year's instruction is given, *free of charge*. The well established character of this College is a guarantee that the opportunities will be of the first class. Term opens September 18, 1876.

Address Prof. J. McNeill, or J. B. Weston, Acting President.

TABLE OF CONTENTS.

	PAGE.
Childhood and School Days of Lord Macaulay.....	401
The House Fly.....	404
America's Birthday Party.....	406
Some of the subjective Enemies and Friends of Scholarship.....	408
Centennial Declaration of Independence.....	411
A Valuable Statement.....	418
Blunders.....	414
An Object Lesson.....	416
Important Studies.....	418
A Parable.....	419
Errors in Grammar.....	420
How High.....	421
Mark Twain on Spelling.....	422

OFFICIAL—

Questions answered touching County Commissioners and Town- ship Trustees.....	424
The Centennial at Home.....	425

EDITORIAL—

An Outrage.....	426
System of selecting Teachers for Country Schools.....	427
The Old and the New.....	428
The First Morning—Ten Suggestions.....	429
A Capital Idea.....	430
Mrs.....	430

MISCELLANY—

Questions for the examination of teachers.....	431
Don't Say.....	438
How to Organize—Lagrange.....	434
Normals.....	436
Institutes to be held.....	437
Institutes.....	438
Personal.....	442
Book-table.....	446
Local.....	447

 Read the new advertisements this month, especially the *Locals*.

INDIANA SCHOOL JOURNAL


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No. 10.

VISITING SCHOLARS AND PARENTS.

O. C. CHARLTON.

O soon as a teacher assumes control of a school he is placed in a twofold relation. Every child has a deep interest in its own future, and the teacher and child constitute a firm for the shaping of that future. The parent, also, and the child are partners for the same purpose. Now, the relations of the parent and the teacher to the child are so similar and intimate that the imperative necessity of a threefold partnership of teacher, child, *and parent* is obvious, and should be recognized. So far as their necessary relations extend, they have but one object—the shaping of that child's future. Largely upon them depend the character and worth of that future. Whether it shall be marked by nobility, usefulness, and uprightness; or marred by degradation, worthlessness, and vice, their course will determine. They must act as one with the wisdom of three. Let them be united in the resolute purpose to do their duty, and they can defy the evil tendencies of human nature, and the alluring temptations so universal around them.

There is poetry in the work which the three have before them. As character is a bundle of habits, so childhood is a bundle of possibilities. Of these possibilities habits are the outgrowth, and their quality depends on the influences controlling the growth.

These possibilities are in the hands of the three, as the clay I once saw in the hands of the potters. One had worked it—kneaded it, I would say. The second selected as much as he wanted, lifted it to his turning table and began shaping it according to a definite design in his mind. He did not first try to make a crock, then a jug, and finally a jar; but his hands came into close contact with it, and gradually, yet surely, shaped it into a jar. In places the clay would become too stiff, when he would make it again pliable with a few drops of water. Near the last he was intently silent. The correct figure and uniform strength of that large jar depended on his cautious, thoughtful work. Soon it was finished, and then the *handles* were put on. By them, after it was hardened, it could be carried whither its owner willed, and the more readily used for any legitimate purpose. Had a partner interfered during the process, and desired a ring around it midways, or insisted that a jug should be made, during their parleying the material might have hardened into worthless stuff of ugly form. As one of these partners prepared the clay for working, and a third cared for it as it was hardening, so the parent, the teacher, and the pupil have each something to do. The potters had to take the clay as they found it with its fitness for crockery. The partners in this education must take the mind as God has given it, study and learn its fitness, and do something to perfect its worth. Each has his part to perform, and it is not the same as that of the others, though equally essential. On the revolving wheel of time, the young mind is placed. A slight error may be corrected; a few times may the hardened places in the mind be softened; but repeated mistakes will certainly mar the beauty and worth of the work when it leaves your hands. Conflicting views and opinions as to work and methods can only be hurtful. During the delay the possibilities will be taking the unchanging forms of permanent habits. Too late, then, will it be to atone for the unwise course.

Hence, the need of a clear understanding at first. In everything, unity and understanding are requisite to success. The child must realize that it is associated with you and its parent in a great work—a work great in its requirements and great in its purpose. It must know that its mind is to be subjected to a careful, formative process. Its mind possibilities are the material, and, with it, all three must learn to deal.

And I ask how this knowledge may be attained without consultation? How will three act in harmony without acquaintance? How can such weighty, pressing interests be sensibly managed without mutual coöperation, and knowledge of the ends in view, and the methods of their attainment? Acquaintance, consultation, and coöperation are the desirable ends which I hope my words may help attain. The first should be sought promptly—postponement only makes it more difficult.

Whenever practicable, the teacher should form the acquaintance of the parents and pupils at their homes *before* the school opens. This has been one feature of my teaching which I recall with pride. And as it entered largely into whatever of worth my work may have had, I will briefly state what should and can generally be secured by these visits.

As an introduction to my views, let me emphatically say that scolding about the ill provision made by parents for the education of their children was one of your worst and most unfortunate mistakes, if you were ever guilty of it. To some confidential friend, who knows how to keep still, it may do to express your complaints, but never that they may reach the ears of the victims of your disapproval.

And now to my views. The first thing upon which to decide, after securing your school, is a course of study. If the superintendent has provided one for you, good enough—accept it, and determine to follow it pretty closely. You will have to modify it somewhat to adapt it to your school, but you had best make the resolution to vary from it only when necessary. Then, the course of study will give system to your labor, and your resolution, with the influence of the superintendent's plan, will be of weight with the parents.

Now is the time to solve the text-book problem. I have never had any spare sympathy for teachers who complained that their pupils did not have the needed books, papers, pencils, etc., for I believe such an unfortunate condition of the school is inexcusable. This, I confess, is taking pretty high ground, but not higher than a simple plan justifies. You should have a sample copy of each of the books to be used in the school. Know just which books you will use in each grade. Arrange with some bookseller to secure the books from him at the best discount he can give, usually 20 or 25 per cent. Learn the *exact retail price*

of each book, and calculate the exact cost at the reduced rates you have secured.

As a general thing, I favor the keeping of records and the issue of reports. Fully understand the system you will adopt in school, and provide yourself with a few blank reports. Have a note-book for the jotting down, during your visiting, of such facts as I will point out.

Supplied with samples of the text-books, price-list, course of study, reports, and the note-book, you are ready to start on your visits. Take the names of the parents and of all the children they may send to school, the ages of the children, time they have attended school, their studies, and their advancement in each; learn who their classmates were, and whether they attended regularly; also, urge the great importance of beginning their attendance the *very first day*.

If the parents are not already familiar with the course of study, explain it to them. Examine the books which the children already have, and see if they are adapted to the grade, to which you can by this time assign them. Determine just what books the children need, and, after showing the sample copies to the parents, ask them to give you the amount necessary to procure them at the reduced rates. This they will generally do, if they can at all procure the money. The saving of one-fourth the cost is an argument for promptly getting books which few parents can resist. If they cannot immediately get the money, but will give sufficient assurance of having it in a reasonable time, volunteer to get the books yourself. Occasionally you will find a family from which you need expect no pay, however plenteous the promises. Get the books anyhow. You can afford it. With but few exceptions the children will know of the parent's unpaid debt, and be grateful to you for their books, and by this gratitude your power for good will be increased. You can better afford to lose five dollars in this enterprise than you can endure idle pupils in school. With plenty of books you can, in justice, demand constant work. In following this plan I have lost, perhaps, eight dollars during my three years' teaching. But I have saved sixty dollars to the patrons of my schools, and always have had plenty of books.

Showing your specimen reports, you can state your system of keeping records and reporting. Request the father, mother, older brothers and sisters, to examine the reports when they are

brought home, thus exhibiting to the children their interest in their progress. Having in mind some of your general regulations and purposes, you should urge the parents to coöperate with you in carrying them out. Be as cheerily talkative with those who will be in school as you can. Be interested in what most interests them, and don't stay too long. Don't go at mealtime, either, unless previously well acquainted. Don't mind it if you are not invited to call again. Console yourself with the reflection that your calls are not those of friendship, yet, but of business, and, when the time comes to repeat them, do so. In time, if you teach as you should, your calls will be welcomed as those of a valued friend. Some sticklers for etiquette may question the propriety of my view. To them I will say, I have often acted upon it, and, in every instance, the result has confirmed me in it.

In each family you visit you will need to touch upon a delicate topic—fault-finding. Frankly say to them: "Some things may occur in school to which you will object. If so, do not speak to your children of them, but send me a note, or see directly about them. I will do the very best I can, but do not expect to have a faultless school, or to be always understood by each parent. Please always to tell *me*, not any one else." Say this *as though you meant it*, and then act as though you supposed they would do as you ask. Firmly resolve that your school-room course will not be swerved *in the least* by rumors. As it is unmanly and unwomanly to spread rumors and backbite, treat such base actions with open contempt, and thus you will assert your rightful independence of the hateful custom, and secure the respect due you as a person in an honorable and responsible position. Pay no attention, except when asked regarding them, and then very little. Don't please the mean, cowardly spirit of the contemptible bickbiters by taking the trouble to deny them. Esteem your word of too great worth to have it compared to that of every foul-mouthed defamer who may take a vicious delight in tearing to pieces your fair reputation. Treat them in this way, and pursue your honorable course without hesitation, and the low calumnies will recoil from you upon those who spoke them to the injury of themselves only.

Here, we may apply this condemnation to ourselves. It is so easy to tarnish a polished reputation that it is hard to keep from

touching it. We must resist the temptation; envy and selfishness we must overcome. Would that we might ever see God's notice, "Hands off," as we approach the exquisite piece of His workmanship—a noble character—and, seeing it, would that we might keep our hands from the unholy work of defamation.

All the visiting thus far named, is to take place before the opening of the school. Yet, *after* the opening, it will accomplish objects as valuable as those named. If a child is absent several days; if a pupil is sick; if a parent is displeased; if a pupil does not study out of school; if for no other reason than to talk of school matters in general, and to learn the home-life of the pupils, visit the homes. Make it a rule to visit each family at least once every two months. Talk of the advancement of the children, and praise when you can. By acting friendly, make yourself a friend of the family. Be cordial in repeated invitations to visit the school. Arrange for visits *at certain times*, and thus you will likely secure them. Identify yourself as fully as possible with the interests of the community.

To all this it is objected that the teacher is not obligated by his or her contract to do so much work. I admit it, and reply that each individual of any community should use every opportunity for good in reach. Visiting affords the teacher many opportunities for good, and as an individual he is under obligations to man and God to use them. Let him go, resolved to do all in his power to elevate his school and community, and the result will be a satisfactory reward.

A TASTE FOR READING.

P

OLIVE THORNE.

MANY years ago an enthusiastic girl, whose name you never heard, deliberately set out to "improve her mind." Blindly and secretly groping about for the best way, she stumbled upon various maxims for the guidance of earnest young souls, and putting them all together, she adopted for herself a set of rules intended to correct all her faults and complete her education, and

of which I will tell you only those which were to direct her reading. The first required her to rise at five o'clock, retire to a cold room in the third story, and read for two hours in some "solid" work; and the second, never to read a second sentence until she understood the first.

Dear me! I see her now, poor struggling soul! wrapped in a shawl, eyes half open, poring over "Finney's Theology," the most solid book in her father's library. No one can ever know the tough wrestles she had with the "Theory of Divine Government," and "Moral Obligation," nor the faithfulness with which she adhered to the second rule, of understanding each sentence; which often resulted, by the way, in limiting her reading to a single half page in a morning.

Have you found out that you know but very little? that books are full of allusions totally dark to you? Have you learned that graduating, even at a college, will not complete your education? Do you long for cultivation? Then to you I hold out my hands. Let us see if we cannot avoid the rocks that have wrecked so many honest endeavorers besides the girl of that far-off day with her Theology.

For the first, and greatest of these rocks—you will attempt too much. You will wake up to your needy condition suddenly, perhaps, and looking over the biography of Franklin, or some one else who lived by rule,—or at least made rules to live by,—you will, if you're an earnest soul, lay out for yourself such a code of laws, mental, moral, and physical, as an aged philosopher would find hard to live by. Eagerly you will begin, and faithfully carry them out for a while; but human nature is weak, enthusiasm will die out, your lapses from will become more frequent, and you will fall back into the old careless life, discouraged; perhaps resume your novel-reading and never advance beyond the shallow life you see about you and find so easy.

My dear girl! don't be so hard with yourself. Don't expect to jump from light novels to Carlyle, and to relish his bracing atmosphere. Do not begin with a book that requires the close attention of a student, and force yourself to read, yawning, with wandering mind and closing eyes. Do not open a dry history, beginning at the first chapter, resolved to read it through anyway. Never stint your sleep, nor freeze nor starve yourself. All these are worse than useless; they discourage you. A taste

for solid reading must be cultivated, and books that are tedious at fourteen may be lamps to your feet at forty.

There is an easier and better way. You need not despair of acquiring an interest in instructive reading, even if you have always read novels, have little time at your disposal, or have reached the age of gray hairs. It is never too late to begin to cultivate yourself.

Do not lay out in detail a "course of reading." Probably you would not follow it, and the moral effect of making a plan and giving it up is injurious. But there is another reason for my advice. When you become interested in a subject, *then* is the time to follow it up, and read everything you can get hold of about it. What you read when thus keenly interested you will remember and make your own, and that is the secret of acquiring knowledge: to study a thing when your mind is awake and eager to know more. No matter if it leads you away from the book with which you set out; and if it sends you to another subject, so much the better; you are eager, you are learning, and the object of reading is to learn, not to get through a certain number of books.

"What we read with inclination," said wise old Dr. Johnson, "makes a strong impression. What we read as a task is of little use."

When you read a book that interests you, you naturally wish to know more of its author. That is the time to make his acquaintance. Read his life, or an account of him in an encyclopedia; look over his writings, and become familiar with him. Then you have really added something to your knowledge. If you fettered yourself with a "course," you could not do this, and before you finished a book you would have forgotten the special points which interested you as you went through.

You think that history is dull reading, perhaps. I'm afraid that it is because you have a dull way of reading it, not realizing that it is a series of true and wonderful stories of men's lives, beyond comparison more marvelous and interesting than the fictitious lives we read in novels. The first pages are usually dry, I admit, and I advise you not to look at them till you feel a desire to do so; but select some person and follow out the story of his life, or some event and read about that, and I assure you, you will find a new life in the old books.

After getting in this way, a fragmentary acquaintance with a nation, its prominent men and striking events, you will doubtless feel anxious to know its whole story, and then, reading it with interest, you will remember what you read.

But there are other subjects in which you may be interested. You wish first to know about the few great books and authors generally regarded and referred to as the fountain heads of the world's literature. It is impossible, in a little "talk" like this, to give definite directions for gaining a knowledge of these. Needs vary in almost every case, and a book that might wisely be selected for one girl, might be a very poor choice for another. Almost every one can turn to some judicious relative or friend who, at least, can start her in a good direction. Once started, the way is delightful and easy. There are many entrances into the great temples of literature—you need not go in by all of them.

There are many well known and often quoted authors, concerning whom you will wish to be informed, even if you never read their works. You want to know when they lived and what they wrote. The world of books is too large for any one to know thoroughly; you must select from the wide range what suits your taste, and be content to have an outside, or title-page, knowledge of the rest.

Above all, in your reading you want to avoid becoming narrow and one-sided. Read both sides of a question, read also, if possible, one written from an opposite stand-point. You will find that no one is wholly bad, nor wholly good, and you will grow broad in your views.

But perhaps you don't know how to read by subjects. Let me tell you. Suppose you see an allusion to something that interests you—say Sir Walter Raleigh; look for his name in an encyclopedia or biographical dictionary (which you will find in every tolerable village library). Reading of him you will become interested in Queen Elizabeth; look her up, in the same books, and in English history; observe the noted men of her reign, look them up, read their lives; read historical novels and poems of her times; look at the table of contents of magazines and reviews, and read essays on the subject. You see the way open before you. Once make a start, and there is scarcely an end to the paths you will wish to follow.

If you have no special subject of interest, take up the encyclo-

pedia, slowly turn the leaves, and read any item that attracts you, not forcing yourself to read anything. If you have any life in you, you will find something to interest you; then you have your subject. If it is some historical person or event, proceed as I have already indicated; scientific, overhaul the dictionaries of science, lives of scientific men, discussions of disputed points, etc; if geographical, turn to a gazetteer, books of travels, etc. One book will lead to another.

Right here let me say, I hope you have access to these works of reference, either in your own house, or that of a friend, or at a public library. But if your case is the very worst—if you have none, cannot buy them, and have no public library in your neighborhood, let me advise you to drop everything else, and make it your sole and special mission to start one, either by influencing your parents or older friends, or by getting up a club of your mates. A strong will and earnest effort will accomplish wonders, and all older people are willing to help younger ones to useful tools.

To return to your reading. Your memory is bad, perhaps—every one complains of that; but I can tell you two secrets that will cure the worst memory. One I mentioned above: to read a subject when strongly interested. The other is, to not only read, but think. When you have read a paragraph or a page, stop, close the book, and try to remember the ideas on that page, and not only recall them vaguely in your mind, but put them into words and speak them out. Faithfully follow these two rules, and you have the golden keys of knowledge. Besides inattentive reading, there are other things injurious to memory. One is the habit of skimming over newspapers, items of news, smart remarks, bits of information, political reflections, fashion notes, all in a confused jumble, never to be thought of again, thus diligently cultivating a habit of careless reading, hard to break. Another is the reading of trashy novels. Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read. I know a gray-haired woman, a life-long lover of books, who sadly declares that her mind has been ruined by such reading.

A help to memory is repetition. Nothing is so certain to keep your French fresh and ready for use, as to have always on hand an interesting story in that language, to take up for ten minutes

every day. In that case, you will not "forget your French" with the majority of your schoolmates.

A love of books, dear girls, is one of the greatest comforts in life. No one can be wholly unhappy or solitary who possesses it. From thoughtless youth to hoary age, books are a refreshment to the weary, society for the lonely, helpers for the weak. A taste for good reading is one of the best gifts in the world—better than beauty, almost better than health, and incalculably better than wealth. The pleasures of a comfortably filled mind can never be estimated.

In conclusion, let me beg that whatever you learn in books you will learn thoroughly. Content yourself with no smattering surface acquaintance, but endeavor to thoroughly know and understand your subject, step by step, as you go on. Master one subject, and you have taken a long step toward a broad and cultivated womanhood.—*St. Nicholas*.

STUDY OF WORDS—CORN.

The careful study of words usually well repays the labor. Take the plain word *corn*, for instance, and see how a half hour's study of it will give important hints. There are two words *corn* with the same spelling and same pronunciation, one derived from the Latin word *cornu*, and the other the Anglo-Saxon word, with its common spelling, *corn*.

1. From the first of these we have *corn* in the sense of *hard*, like *horn*, as corns on the feet:

"Gentlemen, welcome! ladies that have their toes
Unplagued by *corns* will have a bout with you."

Perhaps from the idea of the word in this sense comes the verb *to corn*, to cure by salting, as *corned* beef. But there is a verb *to corn*, to feed with grain. This is an offshoot of the Anglo-Saxon *corn*, it may be presumed. But what shall be said of it, when used in the same sense to render *intoxicated*, as ale strong enough to *corn* one? Is this because the man given to strong drink is spoken of as one pickled in brine, or is it because he is filled with

whisky distilled from *corn*, or grain? Perhaps neither question suggests the clue. Can any one give it?

2. *Corn* of Anglo-Saxon derivation and signification is found in several other languages, with essentially the same spelling, as *korn* and *koorn*. The most important spelling is the Gothic *kauru*, because it allies this word to the Latin, *granum*, corn.

The word *acorn* is simply the Anglo-Saxon *oakseed*. Yet corn is not the generic word, *seed*, by any means. In signification it corresponds nearly to the word *grain*. "The seeds which grow in ears, not in pods; such seeds as are made into bread, generally used in a collective sense, but sometimes applied to a single seed, as a *corn* of wheat. In this sense it may have a plural, as three barley-*corns* make an inch." Some old writers use the plural in the sense of particles, as corns of sand, corns of powder. But the word *grains* has superseded this use. "His reasons are as two grains of wheat hid in two bushels of chaff." In this country we limit this word to *maize* or *Indian corn*. In England it is used about as we use the word *grain* in this country, signifying especially wheat, rye, and barley. In Scotland it is said this term is generally restricted to *oats*.

In the following passage, though from a Scotch poet, it probably signifies *wheat*:

"It was an eve of autumn's holiest mood:
The *corn fields*, bathed in Cynthia's silver light,
Stood ready for the reaper's gathering hand."

In former years this passage perplexed me. Does the poet mean *wheat*? Then, how can he lay his scene in autumn? If he means *maize*, how can he say, "Stood ready for the reaper's gathering?" Since then I have seen many a wheat-field in Scotland, and in England as well, stand ready for the reaper in September and October. Corn exchange over the water is the same as grain exchange with us.

My attention was called to this word in a Bible class, two Sabbaths ago, by that beautiful passage from the Savior's lips, as the cross rose to his view: "Except a *corn* of wheat fall into the ground and die, it abideth alone: but if it die it bringeth forth much fruit."

"Deep in the besom of the earth cast grains of corn,
And soon upstarts the golden ear, both large and full.
Then let the flail with bruises part the ear in twain,
And from the broken ear comes ~~forth~~ food to nourish us."—*Ex.*

AMERICAN EDUCATION IN THE EXPOSITION.

A
W. E. CROSBY.

IT is a fact well understood that the educational exhibit of the United States is made to appear at a disadvantage by reason of its out of the way location. So much of it as falls under the immediate direction of the National Commissioner, and is displayed in the Government Building, is well placed and classified. But the particular exhibits of the fifteen states more or less fully represented by school products and material of every kind, although located in the main building, (excepting that of Pennsylvania, which has its own building, erected for the purpose, at a cost of \$15,000), are inconveniently placed in the galleries, east and south sides, practically out of the view of the vast throng of visitors to the Exposition. And it therefore occurs that only those especially interested in carrying on the work of education, a few generous-minded citizens, not teachers, and now and then a chance visitor curious enough to explore even the hiding places of the things that go to make up our vast "Centennial" melange, get sight of the specific products of education.

There is a manifest lack of intelligent supervision and management in the arrangement of the American display as a whole. Each state seems to have acted independently of all the others, and the first conclusion of the superficial observer must be that there is no such thing as an American system of education. Massachusetts, actuated, possibly, by a little state pride, and perhaps by the feeling that her showing will command a separate and duly appreciative attention, places her exhibit in the gallery at the extreme eastern end of the main building. The other eastern states, the middle, western and southern states represented are placed together in the side gallery on the south, being separated from one another by partial partitions.

But the earnest student of education will soon forget to criticise and find fault with the management which so far forgot the paramount character of education as worthy of a suitable place at the World's Fair. Careful study and observation will bring to his view the intrinsic merits of the practical results exhibited by the different states. He will at last be surprised at the many

and certain evidences of a unity and system peculiarly American. And it will become most apparent that no like adequate opportunity for the study of American education has ever been offered the teacher or the pedagogic philosopher.

MASSACHUSETTS.—This exhibit is well arranged to the view, and all its articles carefully catalogued. The attention is at once arrested by the very fine display of drawings, on the walls of the apartments, in portfolios, and in table drawers. The city of Boston is the principal exhibitor of this and other scholars' work. Every grade of public school is represented by specimens, selected and from entire classes. The drawings are from flat copies, from models, from round objects, from original designs, using conventional forms, and illustrate free-hand, mechanical, architectural, and perspective work. The specimens from the evening industrial, and normal art schools of Boston are particularly fine; those from the primary and grammar schools are good. Nineteen towns, besides Boston, present drawings from their schools. Among the best are those of Cambridge, Newton, and East Hampton.

The showing of Boston gives an excellent idea of the course in drawing pursued in its schools throughout all the grades and departments. Some other large towns of Massachusetts make a similar showing of this branch. Knowing that drawing is required by law to be taught in all the schools, it was a matter of surprise that so few of the smaller towns and rural districts were represented.

Besides the drawing, 33 cities and towns present 263 volumes of scholars' work. This embraces specimens in all the branches taught in the schools. Music is generally taught in all the schools, and French, Latin, and Greek in the high schools of the state. The written exercises in music done by the pupils of the primary schools, some of them six years of age, is especially noteworthy.

The sewing done by the pupils of the Boston schools and exhibited with the scholars' work as a result of instruction, is a matter of much interest.

The exhibit of Kindergarten work and materials is also very instructive.

The city of Worcester makes a very extensive and creditable exhibit, as do New Bedford, Lowell, Lawrence, and some other

towns. The work of the Lawrence high school appeared to the writer exceptionally excellent.

Among the private institutions, Williams College presents the published works of its presidents and professors, comprised in 33 volumes.

The Boston Academy of Science exhibits 29 volumes of its proceedings, and the Essex Institute a complete set of its historical collections. Besides these, some bound volumes of the *American Naturalist*, and other like valuable works, are exhibited.

Messrs. L. Prang & Co. make a very complete and interesting showing of the Walter Smith system of drawing, by specimens, models, casts, designs, etc.

The Boston School of Technology is also very thoroughly and finely represented by suitable materials.

The schools of New Bedford make a special and separate exhibit of scholar's work.

MAINE.—This exhibit consists largely of scholars' work. Five towns only, Augusta, Portland, Lewistown, Calais, and Pembroke, are represented. The State College presents a few excellent drawings from its engineering department.

The drawing of Pembroke deserves attention, as does the work in other branches shown by this village school. The Lewistown high school shows an excellent map drawn by two of its pupils. The exhibit of Portland is quite full, and creditable in some respects.

The school director will be instructed in the showing of the city of Bath, relative to the cost of text-books. The books in actual use in the schools are on exhibition, accompanied with the statement that the annual average cost to each pupil was as follows: On the old plan, that is, when the pupils purchased their own books of the dealers, the average cost was, annually, three dollars a scholar; but, the board of education furnishing the books, the cost per pupil was seventy-five cents annually.

RHODE ISLAND.—Five towns present 220 volumes of scholars' work. The city of Providence makes a good display. The specimens of drawing shown are quite meritorious; among them some five examples of mechanical drawing, from Warner's College, and some excellent specimens of architectural drawing from

the town of Stillwater. The 190 volumes of scholars' work in other branches, comprise a complete showing of the instruction in the public schools.

Music and drawing are shown as taught in all grades of the schools, and French, Latin and Greek in the high schools.

The impromptu compositions of the Providence high school pupils were found to be excellent.

NEW HAMPSHIRE.—The exhibit of this state contains 115 volumes of scholars' work, and some drawings displayed on the walls of the room.

Among articles of special interest, are the handsome model of a fine grammar school building in Manchester, a very useful and instructive map of the White Mountain country, the surface shown in relief, from which one is enabled to get a much more correct idea of the country, its comparative altitudes, the course of rivers, etc., than is afforded by the usual flat map.

There is a small amount of Kindergarten work and materials. The text-books in the schools are exhibited in a case provided for the purpose. There are some volumes of photographs that merit attention, one of school buildings, one of Dartmouth College buildings and grounds, one of the faculty and class of 1876, of the same college, and one of the noted teachers of New Hampshire.

CONNECTICUT.—Yale College presents 1,100 volumes of works either written or edited by graduates and professors of that institution.

There is present also a plaster cast of an original statue of Abraham Pierson, the first president of Yale.

There is found on the wall a map showing the location of every school house in the state, and also by marks, differently colored, the grades of each school.

Another point of interest in the exhibit is the showing made of the metric system, by means of scales, wet and dry measures, etc. This system is carefully taught in the schools of the state. Of the portfolios and bound volumes of school work there are five volumes of normal school work, drawings, a portfolio from the industrial school for girls, photographs of buildings, grounds, plans, etc.

Nine towns present day-school work. We note home drawings and a volume of book-keeping by one school.

A matter of special interest to all visitors will be found in the work of the Chinese students, their manuscripts provided for the exhibit showing rapid progress, and much skill and accuracy in the presentation of the knowledge acquired by them.

NEW JERSEY.—This exhibit is quite full in its showing, and in the character and amount of scholars' work from country schools, is surprisingly excellent, being the most satisfactory and complete, in this respect, in the entire educational department.

The 437 volumes of scholars' work presented, contain specimen products in all the branches, except reading, pursued in the schools, including drawing, penmanship, composition and map drawing. Ninety-six per cent. of all the schools in the state are represented. And it is well shown that the work done in the country school need not, necessarily, fall much below that of the more perfectly graded school; either this, or that the country school may have its instruction so arranged and imparted as to secure results comparable with that of the city schools. If this be true, according to the showing of New Jersey, then the "Country School Problem" is near a solution in that state.

The student of the philosophy and economy of public school instruction will do well to give considerable attention to this exhibit as reflecting school management in New Jersey.

Some matters of special interest are exhibits of Rutgers and Princeton colleges; and that of the Jersey City high school, the pupils of which present collections of minerals and a complete showing of the flora of one county, Essex. The State Normal School places on exhibition its botanical work done during the last spring term and comprising analyses of plants and flowers, the natural objects used in the work accompanying the exhibit.

PENNSYLVANIA.—Late last year Mr. Wickersham, Superintendent of Public Instruction in Pennsylvania, feeling that education was not likely to be suitably exhibited in the Exposition, no proper space having been reserved for its use, determined to make a special effort in behalf of his own state. Accordingly, he asked the legislature for a sum of money to meet the necessary expenses likely to be incurred; \$15,000 were granted, with which a suitable building was erected for the educational exhibit of Pennsylvania. This building is located near the avenue to Memorial Hall. The structure is octagonal in form, and is re-

lied in appearance by projections, porches, and a central dome and tower. The parlors, offices, etc., occupy the wings of the building. The center is used chiefly for the exhibits of private parties and institutions. Extending around this central room is a hall, or wide aisle, off which, on either side, are built alcoves, where are placed the various articles and materials presented by the public schools of the different towns, cities, and counties, and by the colleges, universities, seminaries, and asylums of the state.

Philadelphia is but meagerly represented. Private schools of eight towns present Kindergarten work and materials.

One alcove is designed to represent in text-books, furniture, apparatus, etc., a well appointed school room. Another contains a full and satisfactory showing from the counties of Bucks and Alleghany, among the best in the state. The results of the examinations of twenty towns are exhibited in another.

The displays of Alleghany City and Pittsburgh seemed worthy of special attention.

The work of the Normal Department of the Pittsburgh high school was noteworthy. Some professional essays, offered by the pupil-teachers of this school, indicated much thoughtfulness and discipline of mind.

Of the normal schools represented there were nine state and one city. From these came text-books used, published works of faculties, scholars' work, drawings of much merit, models of buildings. The model of the Millersville Normal School, Prof. Edward Brooks, President, was a worthy subject of study.

Among the finest drawings exhibited, and comparing favorably with any in the entire department of education, were those of the Girl's School of Design, a private institution of Philadelphia. Fourteen Colleges were represented in a variety of ways, four of them by students' work, the exhibit of Lafayette College being the fullest.

The State Department of Education reserved to itself one alcove, in which were presented to the view of the visitor an exhaustive map of school statistics in general, photographs of all the state superintendents, together with other prominent and distinguished educators; twenty-four volumes of the school journals; charts, forms, and blanks used in the administration of this department. Materials for school ornamentation occupied three

alcoves; work of all sorts, including results of examinations of pupils, came from the Soldiers' Orphans' Homes, institutions famous throughout the country; and a Sunday School display filled two alcoves.

INDIANA.—The exhibit of Indiana is adjacent to that of Ohio, and impresses one as among the most varied and interesting in the department. In its presentation, much pains has been taken to make it attractive and catch the eye of the observer at first view. And while there are abundant signs of general interest and of special efforts on the part of teachers, superintendents, and others, to present education in the state to the best advantage, the earnest, intelligent oversight of the state superintendent, J. H. Smart, gives character and consistent effect to the exhibit.

This exhibit is designed to show—

1. The origin of Indiana's school system.
2. The system as it now stands.
3. The progress made in the schools during the last twenty years.
4. An exhibit of the statistics of the state.
5. An exhibit of higher institutions.
6. An exhibit of the progress in architecture.
7. An exhibit of the newspapers of the state, containing historical sketches of schools, churches, manufacturing interests and a statement of the natural advantages of the locality in which the paper is printed.
8. A case of Indiana literature, including a complete set of the Indiana School Journal.
9. The results obtained, as shown by the work of the pupils of the schools.

1. A large share of the work of the children was prepared under the rules adopted by the National Teachers' Association.

2. All the work that was prepared in accordance with the rules of the Committee, and sent in to the Committee by various schools in the state, will be found in this exhibit. Nothing was rejected because it was poor in quality, it being the intention of the Committee to make a fair exhibit of the educational condition of the state.

Fifty cities and towns, and forty counties and thirteen colleges are represented. There were, in all, 166 volumes of scholars'

work, embracing the various subjects taught in the public schools, including the Normal School and State University. Drawing and writing, as well as slate-work in other branches, from primary classes, in their progressive steps as pursued in the school room, were admirably shown in cases suited to the purpose. Indianapolis exhibited only nine years of work in drawing, the course of study not having been completely worked out in its schools.

Fort Wayne presented some exquisite drawings, designs, tracings, and paintings in water colors. And we found nothing of the kind prettier than the original designs of views, bits of landscape, in crayon tints, from pupils of the Fort Wayne high school. The Terre Haute schools presented a comprehensive showing, in one large volume, of the organization of the schools, work of the superintendent, teachers, and pupils, in all respects creditable.

Indianapolis made a showing of Kindergarten work adapted to the beginning classes in the public schools. This work is there made the foundation of instruction in the regular course in drawing. Another feature of great interest from the schools of this city was shown in the exercises of pupils, in which they adapted the melodies of song to poetry. And this leads to remark that we find the leadings of new and striking ideas in the evidences of methods illustrated by the Cleveland and Indianapolis exhibits. They are alike in that they reveal attempts at discoveries in new fields.

The pupils of the Indianapolis schools presented zoological and mineral collections, and an herbarium of 58 specimens; of the Huntington schools a collection of woods, 50 kinds, and a cabinet of minerals, 440 specimens, from pupils of the sixth grade; of the Bedford schools, an herbarium, 42 specimens.

There were also present some fine impromptu drawings, by Prof. Allyn, made in illustration of natural history subjects during the progress of recitations.

The thirteen colleges were represented, each, by a banner upon which were inscribed, briefly, matters of history, organization, growth, characteristics, location, etc. There were photographs of school buildings, architects' plans, etc., in abundance. Nine fine models of buildings, the log school house among them, crowned by one of the magnificent State Normal School, graced

the exhibit. Twenty volumes of the Indiana School Journal added merit.

There was also found on the tables a printed volume of the History of the Indiana schools prepared by the state superintendent, Daniel Hough, Esq., Professor Bell, and others. This will prove a valuable addition to the educational literature of the country.

(Concluded next month.)

HOW TO STUDY.

PROF. CHARLES A. MOREY.

MUCH is said and written lately about the memorizing of lessons. The practice is decried by all. But in spite of them the fact remains, whether the lesson be from the text-book or from the teacher's topic book, nine pupils out of ten will endeavor to fix the *words* in the mind. They may be told not to do it, as is generally the case, but they do it because they have no clear conception of any other method of study.

Not one high school student in a dozen can *read* a topic in Natural Philosophy and gain the idea as free from the particular words of the book. The habit of retaining is so strong upon them that they cannot shake it off. Where such a pupil recites a definition, he has the book in the mind's eye; he is thinking of and following a certain paragraph on some left hand page in the book.

The pupils are not wholly to blame for this. They have never been shown the proper way in which to study; the proper way to read; the proper way to think. Further than this, most teachers encourage memoriter work by their way of questioning. They, too, have the text-book in mind, if not before them, and their questions are so put that they draw more upon the memory than any other faculty.

The greatest difficulty against which teachers of the natural sciences have to contend, is the wretched habits of study the pupils bring with them from the lower studies. It is the writer's practice to devote considerable time at the beginning of these

courses to the formation of correct habits of thought. It cannot be done entirely in the class room. An hour spent with a pupil over a lesson will be of far greater value than a proportional time at the lecture or recitation. They are taught to study with the understanding; to grasp the leading ideas upon which the whole lesson depends; and to bring the whole into a unific form. In the class room considerable time is given to the making of abstracts, or skeletons of topics, and to the analysis of subjects into their parts. And, finally, the pupils are not allowed to lose sight of the fact that the narrow view of these subjects obtained in a short normal school course is valuable chiefly as a foundation for future study and reading.—*School Bulletin*.

YOSEMITE VALLEY.

Yosemite Valley of which the world has heard so much, is situated on the Merced river, in the southern portion of the country of Mariposa, 140 miles a little southeast of San Francisco, but nearly 250 miles from that city by any of the traveled routes. It is on the western slope of the Sierra Nevada, midway between its eastern and western base, and in the center of the state, measuring north and south. It is a narrow gorge, about eight miles in length, from a half to a mile in width, and inclosed in frowning granite walls, rising with almost unbroken and perpendicular faces to the dizzy height of from three thousand to six thousand feet above the green and quiet vale beneath. From the brows of the precipices in several places spring streams of water, which, in seasons of rains and melting snows, form cataracts of beauty and magnificence surpassing anything known in mountain scenery.

The valley-bottom is like a floor, the Merced river taking up much room as it wanders from side to side, apparently in no haste to leave. There are broad tracts of natural meadow, radiant in springtime with a wonderful carpeting of flowers. These are separated by belts of trees, park-like groves of pines and cedars, black-oak and live-oak almost without undergrowth, and through which one may ride unimpeded in all directions. The

walls are of granite, with an average height of about three thousand feet; in some places nearly vertical, and with very little *debris* at the base, in others, a pine-covered slope leads us to gigantic towers, spires, or sharp cut peaks. There are now no fewer than five trails over which a beast of burden may climb in or out of the valley; and a man, sure-footed, cool-headed, and strong, may find a dozen places where he could, without real danger, scale those impassable barriers. The general color of the rocks is monotonous, varying from a bluish gray to an ochre, that, in full sunlight, is almost creamy in tint.—*Appletons' Jour.*

HOUSEHOLD HELPS.

Butter will remove tar spots. Soap and water will afterwards take out the grease stain.

Kerosene and powdered lime, whiting or wood ashes, will scour tin with the least trouble.

To remove paint splashed upon window panes, use a hot solution of soda and a soft flannel.

Immersing a growing plant in water of one hundred and twenty degrees will clean it of lice and other insects, and not hurt the plant.

To clean a borrowed porcelain kettle, boil peeled potatoes in it. The porcelain will be rendered almost as white as when new.

A strong solution of carbolic acid and water, poured into holes, kills all the ants it touches, and the survivors immediately take themselves off.

An inkstand was turned over on a white tablecloth; a servant threw over it a mixture of salt and pepper plentifully, and all traces of it disappeared.

Save the soot that falls from the chimneys, when the latter are cleaned. Twelve quarts of soot to a hogshead of water, makes a good liquid manure to be applied to the roots of plants.

PHONOGRAPHY, OR SHORTHAND WRITING.

C. E. JOSLIN.

PHONOGRAPHY is so rapidly growing into the favor of our literary and business classes, that we think a brief article on the origin and progress of this beautiful time and labor-saving art will be interesting to the readers of the *Journal*.

The word phonography is derived from the two Greek words *phono*, sound, and *graphein*, to write, and means to write according to sound. It is a system of writing by means of a philosophic alphabet, composed of the simplest geometrical signs, in which one mark is used to represent one and always the same sound.

Phonography, like all other arts and sciences, sprang into existence because there was a demand for its use.

The art of molding the clay into brick, or turning from the potter's hand the pitcher and bowl, grew out of the necessity for such articles. The slow process of preparing food by the use of the corn grater, and making clothing with the spinning wheel and hand loom, necessitated the invention of steam-driven machinery. The old method of transportation by means of the pack-saddle or wagon, weighed too heavily upon the wheels of progress, consequently nature was again sought to yield up her rich resources, and the steamboat and railroad now freight the products of the world. The transit of mail by the stage coach became too slow for the progressive march of business, the fast mail routes were employed but they too have been supplanted by a more speedy manner, in which the news and letters of business are sent from continent to continent. The old hieroglyphics and barbarous picture writings gave way to written language. Even written language has long since become too slow for the spirit of the age, and the want supplied by a shorter method of placing our thoughts and those of others upon paper, thus securing to literature the most beautiful language and brightest gems of thought of our knowledge-loving world.

This scheme for a new and briefer system of writing was pro-

jected in the busy, colonizing, and fighting age of Raleigh and of Cecil, by Dr. Bright, who dedicated his book to Elizabeth.

In 1758, a system of short-hand was published by Wm. Angell, which was based, like that of Bright, upon an imperfect Roman alphabet. For a number of years previous to this time, ideas of the requirements of short-hand were entertained by Mr. Tiffin, who published a system in 1750, in which he attempted to represent the sounds of the English language. This system was followed by many others, some phonetic, some partially so. Of all these systems little use was made by any save those who used them for professional reporting.

Reporting, however, is only one among the many uses for which mankind needed a short system of writing. A short-hand was needed that would afford advantages, in time-saving and health-saving, to those who, in every branch of industry, were obliged to use the pen, as the guide, the help, or the exponent of their business.

This want was more perfectly supplied by Mr. Isaac Pitman, of Bath, England, who published a system of short-hand in 1837, under the title of "Stenographic Soundhand." Three years later he issued a small sheet entitled phonography," which was introduced throughout England, Scotland, and Ireland, by men willing to spread the knowledge of an art which promised to be so useful to civilization.

Ever improving with its spread, the art assumed importance, till it finally became recognized by many eminent men as one of the most useful inventions of the age.

Its legibility and ease of acquisition soon caused it to drive away the arbitrary stenographies, out of which it had itself insensibly grown.

This last system has been improved upon by various English and American authors, the most prominent of whom are Benn Pitman and A. J. Graham, both American, until we now have a simple, easy, and comprehensive phonography, the writing of which is as fluent as speech, requiring only one-seventh the number of strokes employed in the ordinary long-hand.

Its use is daily becoming more general, having already been adopted as a text-book in many of the American colleges and academies.

EDITORIAL

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

LITERARY CLUBS.

That teachers need general culture, outside of simple text-book drill, needs not here to be discussed; everybody will concede it. That one of the pleasantest and most successful methods of self-improvement is through a literary society wisely conducted, is also a fact that needs no argument. It is not the design of this article to treat of literary societies in general, but to speak of a particular kind especially adapted to the wants of teachers and others of mature minds, who wish to form a club for mutual improvement. Instead of describing an ideal society, the writer will describe a real one, of which he has been a member for three years. It is called "*The College Corner Literary Club.*" Its active membership is limited to a number that can conveniently assemble in a parlor of ordinary size. No one is admitted as a member who is not specially interested, and who will not perform the duties assigned. The organization is as simple as may be. The officers are a president and secretary, who perform the usual duties of such officers; an executive committee of three, whose duty it is to plan the work and arrange the programmes; a book reviewer, whose work consists in bringing to the attention of the members such books as they are supposed to be interested in—one or two being reviewed each evening; and a "foreign reporter," whose duty it is to keep the society posted in regard to matters of interest in foreign countries. The society meets once in two weeks.

The programme for each evening is about as follows:

1. Report on foreign news.
2. Report of book reviewer.

These exercises are expected to occupy about 15 minutes each.

3. The main topic or subject for the evening. This usually consists of some literary author and his works. To be sure that all parts of the subject may be noticed, the executive committee assigns certain portions to various members. To one person will be given the biography of the author; to a second, one of his works; to a third, another, etc.

These exercises may be prepared in the form of an essay or written report, or they may be given extemporaneously. At the close of each exercise brief questions, suggestions, and criticisms are always in order. After the appointed exercises are ended, each member is called upon and is expected to respond by expressing his opinion in regard to the author under discussion or his works, or to read some short selection illustrative of his style, etc.

All formality is banished just as far as may be, the object being to get a *free* and full discussion of the subject of the evening. As the author is selected and the parts assigned two weeks in advance of the meeting, opportunity is given for preparation. During these two weeks all the members are reading and learning everything they can about the subject, and the result is that when the time for the meeting arrives a large fund of information is collected, and what each one learns becomes, in an important sense, the common property of all.

The advantage of such a society as this over the average reading club, or literary club, in which each member chooses his own subject without any concert of action or plan of procedure, is very apparent. In the one case, each separate selection or exercise may be excellent, but if there are no two alike, however *pleasantly* the time may be spent, the permanent knowledge and culture is very meagre as compared with what must be gained by system, concentration, and unity of action.

The writer has been a member of quite a number of reading clubs and literary societies, but, without any hesitation, pronounces "The College Corner Literary Club" the most interesting and by far the most profitable he was ever connected with.

SHALL TEACHERS BE PENSIONED?

Recently, much has been said in regard to the pensioning of superannuated teachers. Educational journals have discussed it; secular papers have discussed it; it has been discussed in several state educational meetings; and it was one of the themes in the late National Association at Baltimore, and the almost universal conclusion is that teachers who have taught a long time, say thirty years, ought to be retired on a comfortable pension. At first thought, this seems to be just; after a teacher has

given the best of his life—all the active, productive part of it to the service of the public, it seems but simple justice that the public should care for him and provide for him when old age comes and he can no longer support himself, or serve the public. It is argued that teachers are required to work for low wages, and cannot, therefore, save enough while in the vigor of life to live upon when decrepitude comes, and that the public owes a life-long support to any one who has devoted his life to the public service; that if the money paid during service will not, with reasonable economy, provide for "a rainy day," the public must supplement that pay when the "rainy day" comes. All this seems plausible, and, at first thought, we are inclined to accept it; but, notwithstanding the general expression in favor of the move, notwithstanding the views of leading educators sanctioning it and urging its adoption, we are compelled to take a different view of the matter. Let us see what is to be said on the other side.

1. We admit that "the laborer is worthy of his hire," and that he who lives for the public should live by the public.

2. We admit that good teachers are not paid enough; that it is almost impossible for a teacher to support a family—live as he is expected to live, and lay up anything on the salaries usually paid.

All that any reasonable person can ask is that the teacher shall receive as much salary as equal talent and energy will command in other kinds of business. This much is right and should be demanded: more is unreasonable, and not asked for by worthy teachers. If such salary be paid, the teacher can live as other people live, travel as other people travel, pay their hotel bills as others pay theirs, and be independent. Our objections to the pension idea are:

1. To pension teachers will have a direct tendency to reduce even their present meagre salaries. It will be argued that if the teacher is sure of a support for life he should only have, at present, what he can barely live upon; he does not need to provide for the future.

2. Such a plan would have a tendency to attract to the teachers' profession a large number of lazy, improvident dead beats; and thus the educational business would be degraded.

3. Filling the county with pedagogical paupers would necessarily have the result to lower teachers in their own estimation and in the estimation of all right-minded people.

4. The idea of a person's teaching twenty-five or thirty years for half pay that he may be pensioned in old age, suggests very vividly the anecdote of the donkey which was induced to quicken his pace by means of a wisp of hay tied to a stick which his cunning rider tauntingly held just in front of his nose.

Our motto is, "*Pay as you go.*" Let teachers be paid better salaries. If they are paid according to the importance of their work, they can be independent; they can travel without begging for reduced rates, and can pay their fare at hotels and not be compelled to "quarter" on charitable

friends. Other things being equal, persons are respected and have influence in proportion to their income. This may be all wrong, yet the fact remains that ability to make money commands respect. Preachers who are compelled to accept the charities of their parishioners because they cannot live on their shamefully low salaries, are very much crippled in their power to do good. Strong, active business men may pity them, but can never truly respect them. Let teachers be better paid and they will be more highly respected, more independent, more influential. Out on degrading pensions, and up with the salaries.

LIMITATION OF TIME IN EXAMINATIONS.

The *main* object of an examination is to test the knowledge of the person examined in the subjects examined upon. Secondary objects are to test the style in the expression of thought and the speed with which work can be done.

In the ordinary test examinations, held in all good schools at stated periods, these secondary objects and others should have due consideration, and should never be neglected; but in final examinations for promotion they should be largely ignored, and the prime thing, *the pupil's knowledge of the subject*, should be the almost exclusive test. The practice of some superintendents in limiting the time in final examinations, we believe to be unwise and unjust. The strongest pupil is not always, nor generally, the one who can work most rapidly. The quickest thinker is not always the deepest thinker. In monthly examinations, where but little is at stake, it may be well enough, at the end of a stated time, to take up the paper of a pupil whether he has had time to finish or not; but to refuse to promote a pupil because he failed for lack of time, is outrageous. We admit that there should be some limit, but that limit should be fixed with reference to the slowest pupils and not with reference to the brightest, as is too often the case. A superintendent made out a set of questions in arithmetic, for final examination, and the time fixed in which the pupils were to answer them was forty minutes. The questions were submitted, and, at the end of the time, some of the children had only reached the fifth question, a few the eighth, and but a single one had completed the tenth and last. *Common sense* would have said, give the children more time, but the order was, take up the papers, and they were taken up. This is a sample of what frequently comes under our observation.

What has been said with reference to examinations for promotion in school, applies with equal force in the examination of teachers for certificates. A teacher should never be refused a license on account of scholarship if he can answer the questions correctly in any reasonable time.

We are sorry to know that the State Board of Education, in the exam-

ination for state certificates, impose limitations of time in some instances which are grossly unjust. The example given above does not exaggerate what occurred in one of the recent examinations held for state certificates.

It does seem to us, that when a limitation is fixed, and then upon trial it is found that the time is entirely too short, there should be some discretionary power to extend the time. A rule that is stronger than common sense and common justice, becomes a common nuisance. We believe in rigor, but we believe also in reason.

ORAL TEACHING.

The term, "oral teaching," suggests very different ideas to different persons. To one it signifies a great deal, to another very little; to one it means something very definite, to another something very general and nothing in particular; to a few it means a logical course of instruction given without the use of a text-book on the part of pupils; to the many it means a number of lessons on various topics and objects, without order, without system, without point.

The old "rote" method of teaching, in which the teacher adheres closely to the text-book, asking all questions when possible in the words of the book, and requiring the pupils to recite in the language of the author, cannot be too severely condemned. Seeing the evils of this method, many teachers have gone to the other extreme and are attempting to teach various subjects without the use of a text-book at all. This extreme we believe to be fraught with worse results than is the first. The poorest text-book, closely and blindly followed, is very much better than the frantic "cavorting" of most teachers who attempt to mark out a course of instruction for themselves. A poor system is very much better than no system at all. "Yes," says the oral advocate, "I am in favor of system, but I do not like the *arrangement* of the books." Very well, improve upon the text-books if you can, but the strong probabilities are that your arrangement will be no better than is already in print. Ninety-nine teachers out of a hundred are wholly unable to systematize a course of instruction.

Let us be understood:—we agree that much of the primary work must be oral; we agree that much oral instruction ought to accompany all text-book instruction; we agree that short oral lessons on natural science, the ordinary phenomena of nature, manners and morals, etc., should be systematically arranged and given regularly in every school, graded and ungraded, but in all those branches upon which text-books have been carefully prepared, the book should be used and followed, always by the teacher, and *generally* by the pupils also. With rare exceptions, the

oral teaching of language is a failure, and, in the exceptional cases, the same results could be more easily reached by the help of a text-book: so with other branches.

Most of the oral teaching with which we are acquainted is conducted something like this: The teacher prepares himself upon a topic, talks it over with the children, then sums the matter up in a few concise statements, which he puts upon the board and requires the pupils to copy. These statements are carefully preserved in a blank book procured for the purpose, and are reviewed from time to time, and usually the children are required to commit them to memory. In not a few instances teachers require that children shall recite in the exact language of these statements. *Query*: In what respect does this differ from the ordinary text-book or rote teaching? In what respect is the language of the teacher better than the language of the book? Is not such a course an imposition upon the teacher, and a fraud upon the pupils? To teach children how to use text-books aright, is one of the chief duties of the teacher.

The mania for writing new books seems to be universal. Every person that gets three new ideas on a subject at once condemns *in toto* every book on the branch, discovers "a want long felt," (by himself) and at once proceeds to prepare a new text-book. We belong to that number who believe that the text-book we have, well taught and faithfully followed, will bring better results than the "new course" each superintendent feels compelled to *originate* (?) for his schools.

We hope that the superintendents of those counties in which institutes will be held about the Holidays, will arrange to hold their meetings either the week before or the week after the State Association. Superintendents ought to attend the state meeting, and they ought to encourage their teachers to do so. The State Association has pre-empted the week between Christmas and New Year. It has possession by right of discovery and pre-occupation. Our State Association ought to be a great success this year, and everybody ought to help make it such.

A general impression has gone abroad through the state that the salaries of Indianapolis teachers, in general, have been materially reduced, and this has been made the ground for reduction in other places.

While it is true that there was a reduction, it is not true that such reduction was general. The maximum salary of only *two* classes was changed, and this affected a very small per cent. of the teachers employed in the city.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1876.

ARITHMETIC.—1. Reduce 781 oz. avoirdupois to pounds. By analysis.

2. If 53 bushels of lime cost \$12.25, how much will 29 bushels cost? By analysis.

3. Which of the following problems are possible? Give illustrations of each:

1. A concrete number \times an abstract number.
2. A concrete number \times a concrete number.
3. An abstract number \times an abstract number.
4. An abstract number \times a concrete number.
4. What is the length of one side of the largest squares that may form a quilt 91 inches long and 84 inches wide?
5. Reduce $\frac{3}{4}$ days, 2-7 hours, and 2-5 seconds to its value in integers.
6. Define currency, weight and measure.
7. 25 per cent. of $\frac{1}{2}$ of the value of a ship, is what per cent. of $\frac{3}{4}$ of it?
8. How shall I mark calico that cost 16 cents per yard to gain 25 per cent?
9. Define tax, poll-tax, and internal revenue.
10. A box is 12 ft. long, 6 feet high and 8 feet wide, how many bushels will it hold?

GEOGRAPHY.—1. What is civil geography? What is astronomical geography?

2. Through what waters and countries does the fortieth parallel of north latitude pass?
3. Name the motions of the earth and tell the effects of each.
4. Where are geysers to be found in the United States?
5. What is the horizon and what are its cardinal points?
6. Mention three birds of prey and three animals of prey, and tell where each is found.
7. What races of men are represented by the citizens of the United States?
8. What lakes constitute a part of a river system in North America?
9. Mention one lake more than five thousand feet above the level of the sea.
10. Bound Russia.

GRAMMAR.—1. Illustrate the use of a word, a phrase and a clause as the subject of a sentence.

2. Illustrate the use of a word, a phrase and a clause as the predicate of a sentence.

3. Analyze the following and parse the words italicized: *It was requested that he should stay.*

4. Class the word *who* in each of the following sentences, giving reasons: 1. Do you know who are expected? 2. Do you know the persons who are expected? 3. Correct the following, giving reasons: You can find no better man than him. Who shall we send? Whomsoever will go.

5. Write the possessive of the expression, "Shakspeare, the great English dramatist." Give the rule.

6. When should the positive form of the adjective be used? When the comparative, and when the superlative? Illustrate the use of each form.

7. What is the use of the word *truly* in each of the following sentences: Truly, God is good. God is truly good.

8. Name the grammatical properties of the noun and the verb.

9. What is a *part* of speech?

10. What is meant by inflection, and what purpose does it serve?

U. S. HISTORY.—1. Where was the first permanent French settlement made in America? When? By whom? What was it called? What was the district in which it was made called?

2. Describe, briefly, the four Inter-colonial wars.

3. When was the treaty of peace acknowledging the independence of the United States signed? Where?

4. What were the principal events of Monroe's administration?

5. Describe the battle between the Merrimac and the Monitor. In what lay its importance?

PHYSIOLOGY.—1. Describe the general structure of the eye.

2. How are the muscles attached to the bones?

3. Describe the stomach.

4. What is the effect of air saturated with moisture upon the senses?

5. Describe the vocal chords.

THEORY AND PRACTICE.—1. What relation does the teacher sustain to his pupils and to their parents?

2. What are the good and the bad effects that may result from corporal punishment?

3. When should punishment be administered in private? When before the school?

4. What are the objects of school discipline?

5. When is it proper for a teacher to use a text-book in conducting a recitation?

OBITUARY.

Another one of Indiana's veteran teachers has passed away. THOMAS OLCOTT, of North Vernon, brother of J. M. Olcott, died very suddenly on the 19th ult., at the age of fifty-two years.

The Olcott family of Indiana are descendants of Thomas Olcott, one of the original settlers of Hartford, Connecticut, and the family name, *Thomas*, has descended through the many generations down to the present, in an *unbroken chain*, a period of 240 years. The deceased was well known in south-eastern Indiana as an experienced, practical teacher. Born in this state in 1824, his opportunities for obtaining an education were very meagre; self-reliance was his only hope, but this did not entirely discourage him. At the early age of eighteen he began to teach, and followed the profession for a period of thirty-four years, and until the day of his sickness which terminated fatally. Thomas Olcott was a natural teacher. Teaching was his delight, his happiness, his life. He taught morals as well as letters. He never lost an opportunity to teach temperance, or to give a lesson on true christian life. He taught by example as well as by precept. His first teaching was in the district and private schools of Dearborn county. He was elected a member of the first Faculty of Moores Hill Collège, which position he held for many years. Afterwards he became principal of the schools of Seymour, Medora, North Vernon, Versailles, and, lastly, Osgood. He leaves, to mourn his loss, a widow and three sons, besides a large circle of other relations and friends.

MEETING OF THE STATE BOARD OF EDUCATION.

The State Board, at its late meeting, adopted a rule that no state certificate should be granted to a person whose general average fell below 75 per cent., or who fell below 50 on any branch.

The Board granted "First Class" state certificates to Elias T. Cosper and Alonzo D. Mohler, Lagrange; Miss Flora E. Weed and Mrs. Delphine B. Wells, Fort Wayne; Robert E. Jones and George F. Bass, Indianapolis; Wm. H. Link, Boonville; Jas. H. Madden, Bedford.

"Second Class" certificates to Mrs. Jas. H. Madden, Bedford; Mrs. Maria Bisbee, Evansville; Newell H. Motsinger, McCordsville.

A German certificate was issued to John B. James, of New Albany. (He already held a first grade certificate.) A Latin certificate was granted to A. D. Mohler.

All high school commissions were extended to Sept. 20, 1877, on condition that superintendents report that the course of study has not been abridged. New commissions were issued to the high schools at Vevay, Connersville, and Greensburg.

Steps were taken to induce the next legislature to pass a bill establishing a Board of Regents for the State University, Purdue University, and the State Normal School.

The chairman of the Executive Committee of the State Association was asked to set apart a time for college men, high school principals and superintendents to consult with reference to harmonizing the courses of study for high schools and colleges. The committee to prepare a report to submit at that time is composed as follows: Dr. Geo. C. Heckman, chairman; Dr. Moss, Dr. Martin, Pres. Stott, and Sup'ts. Smart, Brown, and Irvin.

EXAMINATION QUESTIONS.

MR. EDITOR:—A large number of the county superintendents use the questions furnished by the State Board. Superintendents and teachers commend them, although an ambiguous question occurs occasionally. The thoughtful teacher appreciates the fact that the faulty questions in their lists are few, in comparison with the number, when each county superintendent made his own list. The fact that these questions are prepared by men thoroughly acquainted with the subject-matter, by men of large experience in this particular kind of work, by men who have made the philosophy of teaching their special study, gives good assurance that the work will be well done. The excellent results already attained are indubitable evidence that there has been no failure.

I recently met with a county superintendent whose reasons for not using the questions of the State Board were so unique and original that they are fairly entitled to a place in the School Journal:

"These lists," said he, "are prepared by old men, who studied the old text-books, and are not adapted to teachers who have studied the modern text-books and the improved methods of teaching. I prefer rather to frame my own questions, adapted to the wants of my teachers, than to use such questions."

The combined wisdom and learning of the State Superintendent, the Presidents of the Normal School, State University, Purdue, of the Superintendents of Indianapolis, Evansville, and Fort Wayne, all pass for naught. Past their prime, antiquated, is the decision of this model young man. Comment is unnecessary. S.

L. P. HARLAN, superintendent of Marion county, has remodeled his course of study, and the extended notes and suggestions in regard to the methods of teaching are excellent and must do good. He also sends out blank sheets, upon which teachers must make their programmes—one copy for the school room, and one to be sent to the superintendent.

JERE HILLEGASS, superintendent of Allen county, sends out, with his course of study, the following sensible and suggestive "Notice to Teachers:"

Orthography and Penmanship are to be taught throughout the entire course.

Vocal Music and Drawing may be introduced, if thought best.

Review often. Have written examinations in all the branches at least once each month, and report the result to the parents, with their daily average.

Advance no pupils from a lower to a higher grade until a suitable degree of proficiency has been attained in all the branches based on the written examinations and daily average.

Converse frequently with the pupils of the lower grades about *common objects*, and train them to habits of *careful observation*.

Pay particular attention to the language of your pupils, correcting it whenever occasion offers, and remember that their *morals* and *manners* are special objects of your care.

The Sixth Reader is not to be used in the schools, nor is the History of the United States to be used as a reading-book, but only as a text-book in the proper grade.

This course is not optional, but is to be strictly adhered to. No pupil will be advanced to a higher *Reader* until a like proficiency has been attained in the other branches.

The law makes it imperative upon parents to furnish slate, pencil, and books necessary for the grade in which their children are, without which no advancement will be made.

Teachers are required to follow this course strictly from and after this date.

THE National Normal *Reunion* for September, is a ten-page pamphlet, full of interest to old students of the Normal, and not without interest to the general reader. The article on composition writing is specially practical. Sent free on application to A. Holbrook, Lebanon, Ohio.

THE South Bend schools opened this year fuller than ever. Superintendent Kummer seems to be making a good start.

THE following counties will hold their county institutes about Holidays: Huntington, Allen, Fountain, Grant, Tippecanoe, Knox and Randolph.

A TEACHER wishes us to state, in the Journal, whether or not a county superintendent can be compelled to send up the examination papers, in case a teacher is dissatisfied with the superintendent's marking, and appeals the case to the state superintendent. *Yes*.

THE Brookville schools, under their new sup't., J. E. Morton, have opened under very favorable auspices.

LOGANSPOUT employs 81 teachers in its schools.

NORMALS.

The new normal school at Ladoga under the control of Profs. Harper and Darst, opened with eighty students. This certainly does well for a beginning, these hard times.

The normal at Albion, under the control of the county superintendent, M. C. Skinner, has reached an enrollment of seventy-four. The Noble county schools will doubtless be the better for the work done here.

W. Steele Ewing's normal at Mexico numbered 99. It is a pity that he could not have had just one more.

A. B. Thrasher and the county superintendent of Ripley county held the first normal in the county and made a complete success of it, with an average attendance of 85.

The Elkhart county normal, conducted by superintendents Blunt and Moury, numbered 140.

County superintendent Walters and J. B. Allen held a very successful normal at Decatur, in August. The enrollment was 49, a very creditable number, considering it was the first ever held in the county.

The Northern Indiana Normal School and Business Institute, at Valparaiso, has opened the new year with a larger number enrolled than at any previous fall term. It approximates one thousand.

PURDUE UNIVERSITY.—This institution has opened this year under more favorable circumstances than was expected, even by its friends. The college classes number—seniors 2, juniors 6, sophomores 6, freshmen 19, special 5. The total enrollment is 80, double the number of last year.

INSTITUTES will be held as follows:

- Oct. 16. Lagrange co., Lagrange, S. D. Crane, sup't.
- " 23. Noble co., Wawaka, M. C. Skinner, sup't.
- " 23. Whitley co., Columbia City, A. J. Douglass, sup't.
- " 30. Marshall co., Plymouth, W. E. Bailey, sup't.
- Nov. 6. DeKalb co., Waterloo, James A. Barns, sup't.
- " 13. Steuben co., Angola, Cyrus Cline, sup't.

PERSONAL.

L. B. SWIFT, superintendent of the Laporte schools, and Miss Mary E. Lyon, of the high school, amused themselves in the last vacation by getting married. The Editor of the Journal can assure Mr. Swift that high school teachers make excellent wives. He speaks from experience.

M. S. COULTER is principal of the Logansport high school.

J. W. CALDWELL, superintendent of the Seymour schools, retains his old corps of teachers, with a single exception. Miss Helen Howdley is in charge of the high school.

Prof. A. BLUNT has been elected superintendent of the Goshen schools. He has been associated with D. Moury as principal of the Goshen normal school, and is one of the leading educators of northern Indiana.

W. H. HUBBARD, has taken a general agency for Leslie's Illustrated History of the Centennial, with headquarters at Indianapolis.

J. N. STUDY remains at the head of the Anderson schools.

JOSEPH FRANKLIN, former county superintendent, and a good one he was, has taken the Anderson high school.

J. B. ALLEN is engaged for the third year as superintendent at Decatur.

—— NORTON, of Mishawaka, has been appointed superintendent of St. Joseph county.

Miss M. HAWORTH, author of the System of Penmanship, now writes her name M. Haworth McAvoy.

WALTER S. SMITH has organized a permanent normal and high school at Charlottesville, Hancock county.

W. R. MCINTOSH, late of the State Normal and Editor of the Worthington Journal, takes the Edwardsport schools.

C. L. HOTTEL is principal of the Clear Spring high school.

B. F. JOHNSON remains in charge of the Ossian school.

G. G. MANNING is a fixture at Peru.

CYRUS CLINE is superintendent of Steuben co., *vice* L. R. Williams, resigned.

A. J. DOUGLAS, superintendent of Whitley county, has been elected for the eighth time superintendent of the Columbia City schools.

LEVI STARBUCK, a graduate of Earlham College, takes the West Newton schools.

J. C. BLACK, late graduate of the State Normal School, takes the Valley Mills schools.

W. S. BUSHNELL takes the Williamsport schools.

J. M. OLCOTT recently addressed the Louisville Teachers' Association, by invitation. The reports in the daily papers and a private letter from the president coincide in the opinion that the "Hoosier Schoolmaster" did himself and the state much credit on the occasion.

A. H. VOTAW is principal of the Blue River Academy, near Salem, Washington county.

W. L. PEARSON leaves Elizabethtown to take a place in Southland College, Helena, Ark. Southland College is for colored people.

THEO. COURCIER, who has been superintendent of the Perry county

schools for six years, was pleasantly surprised, at the close of his late institute, when the teachers gave an expression of their appreciation of his services by presenting him a gold ring.

FRANK P. CONN is superintendent of Vanderburg county, and not W. H. Bullock, as we stated by mistake.

C. W. VON COELLN has been appointed state superintendent of Iowa, vice A. Abernathy, resigned to take the presidency of Chicago University.

GEO. A. CHASE, principal of the Louisville female high school, and one of Kentucky's leading educators, in an evening address before the Clark County Institute, at Jeffersonville, placed Indiana's Educational Exhibit at the Centennial, "ahead."

W. W. WHITE, assisted by a corps of seven teachers, will instruct the youth of Dublin this year.

JOHN CARNEY is confirmed suprrintendent of Jennings county.

F. D. DAVIS, formerly of this state, lately Editor of the "Oxford (O.) Citizen," has been elected superintendent of the schools at Carthage, O.

D. P. LONG has been re-elected at Greentown.

G. W. PRICE reigns supreme at Jerome.

J. W. POLLY is principal of the Winchester high school.

J. C. EAGLE continues as superintendent of the Union City schools.

DANIEL LESLIE, superintendent of Randolph county, is principal of the high school at Union City.

C. W. PARIS, former county superintendent, has charge of the Fairland schools.

DR. J. S. IRWIN is giving eminent satisfaction as superintendent of the Fort Wayne schools.

CHAS. K. LATHAM, an Amherst graduate, is principal of the Fort Wayne high school.

A. E. BUCKLEY, of Thorntown, now has charge of the Indiana Educational Exhibit at the Centennial.

LYMAN ABBOTT has become associate editor of the Christian Union. Mr. Abbott has for many years been before the public as an author, a preacher, and a journalist, and has won influence in each character. He has been the editor of the American Tract Society's *Illustrated Christian Weekly* since its publication began, and steps from that post to the Christian Union.

INSTITUTES.

MARION COUNTY.—The Marion County Institute opened Aug. 28, at Indianapolis, with an enrollment of 80 teachers, which was increased to 180 the second day. Instruction was given during the week by Prof

L. H. Jones, of the Indianapolis high school, Professor W. Watkins, of Dayton, O., J. C. Macpherson, of Richmond, J. F. Scull, of Zionsville and others. Instruction in drawing was given by Jesse H. Brown, of the Indianapolis schools, and music was ably treated by Professor G. B. Loomis. On Monday night President E. E. White, of Purdue University, lectured to a good audience on "The question of the hour." State Sup't. Smart lectured on Wednesday to the teachers, and Hiram Hadley, of Chicago, talked "language" on Thursday. J. C. Black, of Valley Mills graded schools, handled the subject of grammar in a masterly manner, and gave satisfaction to the teachers. The attendance and the interest taken by the teachers in the Institute, indicate that it was one of the most successful ever held in Marion county.

• L. P. HARLAN, Sup't.

KOSCIUSKO COUNTY.—The Sixteenth Annual Teachers' Institute was held during the last week in Aug. The enrollment reached 129. The average daily attendance was 87. The Institute was held during the busy time of the year, and, in consequence thereof, the attendance was not so large as it was last year. The Institute was held at the conclusion of the "Kosciusko Normal," which gave additional interest to the work. The instruction was given by M. F. Scott, O. W. Miller, Mrs. Kneff, and the county superintendent. We did not have any "lecturers," nor teachers from abroad. We did not even take time to lecture, ourselves, but put the work on the board, and tried *very hard* to teach those things, with which teachers have difficulty in the school room. A programme of the work was published some time before the institute met, and it was sent to the teachers of the county, so that there was no organizing to do the "first day." The session was a very pleasant, as well as a profitable one. The teachers all seemed to be satisfied, which is an indication that the work was acceptable. We think that the teacher should be educated in the first place, and then it is time to lecture and theorize. We are steadily advancing in educational interest in this county, and are not trying to "shoulder more than we can carry." We are trying to study the elementary or common school branches—those branches that will best qualify the masses of the people for the great and arduous duties of life.

W. L. MATTHEWS, Sup't. Schools.

SPENCER COUNTY.—The Spencer County Teachers' Institute (or one of them, for we are blessed (?) with two superintendents, and, consequently, two institutes) met at Rockport, Indiana, Monday, August 28. Prof. Stonecypher presided and did a large amount of work otherwise. Prof. Stonecypher could secure no one from abroad to conduct the institute, since so many other counties in the state were holding institutes at the same time, and because the superintendent had been reinstated so short a time before by the trustees. The work done was very instructive, and fully up to the average. Owing to the fact that there was a rival institute going on at Grandview, under Wyttanbach, the rival superin-

tendent, at the same time, the attendance was not so large as it commonly is, only 80 being enrolled.

Spencer county is growing rapidly in the scale of education, and expects ere long to take her place in the front rank. SECRETARY.

OHIO COUNTY.—The Ohio County Teachers' Institute convened at Rising Sun, August 21, 1876. Instructors, P. P. Stultz, English Grammar and Penmanship; Mrs. Jennie Downey, Orthography; I. B. Sherman, Physiology and Arithmetic; M. S. Marble, United States History; E. A. LaSeur, Reading. Miss Lottie Latham conducted a daily institute paper, that added very much interest. The instruction was such as is calculated to awaken thought on the part of the teacher, and will benefit *all* our schools, for the teachers were *all* present; also, many that desire to become of our household. Number enrolled, 83; average daily attendance of *bona fide* teachers, 65. The citizens of Rising Sun entertained the teachers from the country, free during the session. At the examination following the institute there were 87 applicants, just enough to supply every school room in the county with a teacher; 14 failed.

"OBSERVER."

PERRY COUNTY.—The Perry County Teachers' Institute convened at Tell City, Monday, July 31, 1876, Sup't. Theo. Courcier, chairman, Abel Powell, secretary. Total enrollment of active, working teachers, 98; average daily attendance, 75; cost of holding institute, \$75; received from county, \$50. Instruction was given in all the eight branches required to be taught in the public schools.

Principal Instructors—Prof. John C. Ridge, Cincinnati; Theo. Courcier, county superintendent; Charles Debus, superintendent of Tell City schools; Joshua Groves, superintendent of Troy schools; N. H. Groves, G. T. Jenkins, Leander Yarito, Abel Powell, and Wesley Hix. Lectures on Physiology by Dr. A. J. Smith, of Tell City.

An entertainment of some kind every night during the week, such as reading, tableaux, and socials. Among the resolutions was the following:

Resolved, That in view of the increasing demand for higher education and of the higher qualifications demanded of teachers to obtain license, we recommend to our County Board of Education, and especially our county superintendent, to take immediate steps to secure the establishment of a Central Graded High School, for the benefit of teachers and those preparing to teach.

ABEL POWELL, Sec.

FLOYD COUNTY.—The twelfth annual session of the Floyd County Teachers' Institute met in New Albany, August 28. Our county superintendent, Isaac Miller, was president of the meeting. The exercises consisted of class drills, discussions, lectures, and essays. Among the discussions were these subjects: "How can good morals and gentle manners be taught?" "How can a teacher overdo his work?" and, "Have we too many text-books?" We had several good lectures, one by Judge

D. W. Lafollette, of this city, subject: "The Nature of Laws in general." Rev. J. S. Wood, also of this city, delivered a lecture on "True Success," and Prof. W. A. Bell, of Indianapolis, delivered one on "The Centennial as an Educator." Miss Alice Plumer read an essay on "Music as a study in the public schools," and Miss Alice Bodger also read an essay on "Power of Discipline." Both essays were well received, and reflected great credit on the writers. Taking it altogether, we had a very interesting institute, and one that will long be remembered by the teachers of Floyd county.

Among the visitors from abroad were Profs. J. M. Olcott and W. A. Bell, of Indianapolis, and J. P. Funk and P. B. Hayes, of Corydon. The total enrollment for the week was 115. C. L. MARTIN, Sec.

WHITE COUNTY.—The Teachers' Institute convened at Monticello, August 28, with an enrollment of 178 teachers. Our superintendent, Wm. Ireland, judiciously provided us with a good corps of teachers, who, by their diligence, made the exercises both interesting and profitable. Superintendent Ireland, together with Profs. D. E. Hunter, W. H. Fertich, and J. G. Royer, were the principal workers. Evening lectures were given by Profs. D. E. Hunter and W. H. Fertich, which were both entertaining and profitable. One evening was devoted to a "Teachers' Social," which was one of the pleasant features of the institute. It was evident that the teachers felt well satisfied with the work accomplished, and will go forth to the work before them encouraged and strengthened, realizing that teachers are in the world to make the world better.

WM. GUTHRIE, Sec.

JENNINGS COUNTY.—The Teachers' Institute convened in the public school building, at North Vernon, August 21, 1876, and continued in session five days. The attendance exceeded that of any former year, 161 teachers being enrolled. Hon. J. H. Smart, Superintendent of Public Instruction, W. A. Bell, Editor of School Journal, T. J. Charlton, of Vincennes, W. T. Frey, of Washington, Lemuel Moss, president of the State University, and other eminent educators, were present. Lectures were delivered by Dr. Moss, Prof. Bell, Prof. Charlton, and State Sup't. Smart. The teachers enjoyed a feast of valuable instruction, and all agree that the institute of 1876 was both pleasant and highly beneficial.

JNO. CARNEY, President.

LAKE COUNTY.—Teachers' Institute met August 28, and continued one week. One hundred and sixty-nine names were enrolled, one-half of whom were teachers. We expected the State Superintendent, Profs. Laird and O. H. Smith, would have been with us, but were disappointed. Notwithstanding this disappointment, good work was done by the teachers of the county. Mr. C. W. Ainsworth rendered valuable assistance. His lecture—"Bad Boys"—was *No. one*.

A normal was held in Crown Point, which began July 17, and continued six weeks. Fifty-six names were enrolled. We had a very interesting time.

CO. SUP'T.

BROWN COUNTY.—The Institute of this county was held at Nashville, beginning September 25. The attendance was not quite so large as was expected, and the regularity could have been improved. Most of the teachers were earnest, however, and doubtless carried away from the institute much that will help them in their schools the coming winter. W. H. Fertich, the elocutionist, and W. A. Bell, of the Journal, were present all the time, and did most of the work; J. M. Olcott was present one day, and each of the above-named gentlemen gave an evening lecture. All the work was practical, and the schools of Brown county will certainly profit from it. The sup't., J. M. McGee, is in earnest, and is determined to advance the interests of the schools by every legitimate means. * *

LAPORTE COUNTY.—The general county institute of this county convened Aug. 21, 1876, Sup't. Hosmer presiding. The enrollment for the week was 171. Judging from the minutes of the institute, which have been neatly and tastefully printed, we should say that it was a week of pleasure as well as profit to the teachers assembled. For instructors, besides home talent, there were Profs. Moury and Laird, and Smith, of Mich., and Dr. Higday, of Laporte. On Tuesday evening a spelling contest took place, the best speller, Miss Alice Riley, of Laporte, receiving the first prize, and Mr. Charles Wickham, of Kingsbury, the second. * *

VANDERBURG COUNTY.—The Vanderburg County Institute met Aug. 28, was largely attended, and was pronounced very successful. The enrollment was 167, and the average attendance 153. This is a very high average on the enrollment. F. P. Cowan is the superintendent.

RIPLEY COUNTY.—The Ripley County Institute, held at Versailles, was the largest ever held in the county. Enrollment, 122; average attendance, 81. Professors Johns and Thrasher were the chief instructors, and gave good satisfaction. S. B. Daubenheyer is superintendent.

UNION COUNTY.—We had the best county institute here, this year, we have ever had. Forty-six teachers enrolled the first day. The average daily attendance for the week was 100. Don't you think this pretty good for a county that only requires 45 teachers to run its schools?

L. M. CRIST.

BOOK-TABLE.

WORDS; their Use and Abuse, by Wm. Matthews, LL. D. Chicago: S. C. Griggs & Co.

Twenty years ago, Dr. Matthews wrote a lecture which he delivered before several of the literary societies of the county. Being interested in the subject, from time to time, he made notes and additions, until his lecture attained the dimensions of a volume, and in the year of its ma-

jority he gave it to the public. Some idea of the contents can be gathered from the headings of the different chapters, which run thus: the significance of words; the morality of words; grand words; small words; words without meaning; some abuse of words, or Romance; the secret of apt words; the fallacies in words; nicknames; curiosities of language common improprieties of speech.

In his preface, the writer says that he states no new facts, only presents them in a new form. If this be true, the Doctor will be certain of a wide circle of readers, for the old truths must ever be new to those who are only just commencing to study them, and the new dress must render them acceptable to those who are interested in the truths themselves. It is a book that will be useful to students as a work in rhetoric; to teachers whose work is teaching the English language (and that includes every one engaged in the profession), as well as to the general reader who reads simply because he *loves* to read.

• **HOW TO WRITE LETTERS**, by J. Willis Westlake, A. M., Prof. of English Literature in the State Normal School, Millersville, Pennsylvania. Philadelphia: Sower, Potts & Co.

This book is not a mere collection of letter models, as we might be led to expect from the title. It is a book designed for practical use in and out of the school room, and is so arranged as to give every-day exercise in this most useful but much neglected kind of composition. It is, besides, a correct guide to those who have not the advantages of the school room, but who desire to perfect themselves in this art. Many of the directions given, we have no doubt, will seem minute and pedantic to business men, but if they will only remember that nearly four millions of letters go to the Dead Letter Office each year, they might conclude that a little more care in the preparation of a letter would prevent a great deal of trouble. Out of this three or four millions of letters that go to Washington, about 70,000 are not properly directed, and between three and four thousand have no directions whatever. The importance of letter writing can hardly be denied by any thoughtful yerson, while, at the same time, he must confess that the practice of this art is full of irregularities. Besides the two purposes mentioned before, the book serves the third purpose of supplying a standard to which all persons may resort for information in regard to epistolary art.

LOCAL.

INDIANA SPECIAL EDITION of Harper's School Geography. We have just had the pleasure of looking through the Indiana Edition of Harper's Geography. It is simply splendid. The state map contains all the railroads in the state, all county seats, and about all the towns of above 500 inhabitants. The map questions are direct and pointed. The state

is described in the following order, viz: Surface, drainage, climate, fruits, minerals, agriculture, manufactures, commerce, railroads and canals, political organization, chief cities, education, history. The engravings are beautiful; the vignette shows the log cabin, Tippecanoe battle, first settlers, state seal, seal of the city of Indianapolis, *Jug rock* in the center, railroads, Union Depot, etc.

LESLIES ILLUSTRATED DESCRIPTION OF THE CENTENNIAL EXPOSITION.—As the name suggests,—illustrates and describes the Exposition as accurately as the highest art can do. It is a good substitute for the millions who are unable to attend, and a magnificent memorial to those who have been. Executed by Leslie's unequalled artist. Agents can make liberal salaries. An active canvasser can make at least \$10 a day. Agents wanted in every county, to whom exclusive territory will be assigned. Address W. Hubbard, Leslie Agency. Office No. 3, Journal Building, Indianapolis, Ind. 10-2t

A PERMANENT NORMAL SCHOOL is to be instituted at Charlottesville, Hancock county, to open on Monday, October 16, in connection with the public schools of that place. Boarding can be had at \$2.50 to \$8 per week in the best families, and good facilities are offered for self-boardings. Rooms (unfurnished) can be secured at \$1 to \$2 per month each. Tuition, per term of twelve weeks, \$7, payable in advance. For reference, address William P. Smith, county superintendent, Greenfield, Indiana, or the Editor of this *Journal*. For further information, address Walter S. Smith, Principal, Charlottesville.

TESTIMONIAL FROM GEN. LEW WALLACE.

CRAWFORDSVILLE, IND., Sept. 26, 1876.

J. M. OLCOTT, Esq., Indianapolis, Ind.

Dear Sir:—Your *Harper's School Geography* is unquestionably the neatest and most attractive work of the kind in the market. The illustrations are exquisite. As I pick my way through them, in connection with the text, I cannot but contrast the study as Olney gave it us, and the same study as here illuminated. Your publishers have made Geography delightful.


Very truly,
Your friend,

LEW WALLACE.

THE new advertisements this month are of special interest, and our readers will do well to examine them.

TABLE OF CONTENTS.

	PAGE.
Visiting Scholars and Parents.....	449
A Taste for Reading.....	454
Study of Words—Corn.....	459
American Education in the Exposition.....	461
How to Study.....	469
Yosemite Valley.....	470
Household Helps.....	471
Phonography.....	472
EDITORIAL—	
Literary Clubs.....	474
Shall Teachers be Pensioned.....	475
Limitation of time in Examinations.....	477
Oral Teaching.....	478
MISCELLANY—	
Questions for the examination of teachers.....	480
Obituary.....	482
Meeting of the State Board of Education.....	482
Examination Questions.....	488
Notice to Teachers.....	484
Normals.....	485
Personal.....	485
Institutes to be held.....	485
Institutes.....	487
Book-table.....	491
Local.....	492

 Read the new advertisements this month, especially the *Locals*.

INDIANA SCHOOL JOURNAL

VOL. XXI.

NOVEMBER, 1876.

No. 11.

AMERICAN EDUCATION IN THE EXPOSITION.—II.

W. E. CROSBY.

OHIO.—This state occupies a central position in the side gallery. Eighteen towns and cities are represented, no country schools. The exhibit of Cincinnati leads off in point of excellence and variety. Its school system, supported at the expense of the city, embraces all grades of instruction, the primary school and the university inclusive. Provision is made for instruction in the special branches of drawing, music, and the German language throughout all classes.

The characteristic feature of the scholars' work here found very fully displayed, is its perfect neatness in form and arrangement. All "grades" of every school were represented in the various branches taught by entire class work as well as by selected papers.

The showing in German was the finest and most complete in the entire department. The colored youth of Cincinnati are taught in separate schools. Their scholars' work was here presented in separate volumes. It was scarcely so fine as that of the other schools, and yet the difference was not so marked as of itself to attract attention.

The penmanship throughout this exhibit was superior to any-thing we ever saw. Writing is here made to appear almost a fine

art. Even the penmanship of the teachers in the city schools, specimens from the entire corps being on exhibition, was excellent.

Systematic instruction in music throughout is shown by manuscripts of results produced on examination. Some printed exercises graded, and reaching a standard of considerable difficulty, indicated what pupils of the various classes were required to sing at sight.

The system of drawing taught is strictly free-hand, flat copies being used until the highest grade in the grammar school is reached. The results secured in this branch were not equal to those in the other subjects of instruction. The pupils of the city normal school presented good specimens of drawings of objects used in illustrative teaching; also some specimens of inventive drawing.

The School of Design of McMicken University presented some fine crayon pieces, life-size, which compare favorably with the Massachusetts drawing of the same class.

The work in the higher studies pursued in the Cincinnati schools was fully exhibited, and indicated corresponding degrees of excellence. We notice particularly the essays on mental science presented by the pupils of the high schools.

There were some notable points of excellence in the showing of the Cleveland schools. We found here remarkable independence and originality in methods. The course pursued in drawing is an extreme, partaking somewhat of the Pre-Raphaelite idea. Mr. Abram, the instructor, has sought—and the results show considerable success—to secure excellence and the due training by closely copying “nature,” using objects from which to draw. The pupils of the grammar schools presented some excellent drawings of public buildings, “from nature;” also some beautiful etchings on glass.

The mode of teaching music deserves especial mention. Pupils of all classes are required to reproduce tones and melodies sung and played in their hearing, in written exercises. These exercises, specimens from entire classes of which are shown, imply readiness and accuracy in the perception of the pitch of musical tones and a knowledge of dynamics and rhythms as well.

The execution of scholars' work in other branches taught in

the Cleveland schools seemed to us second to only that of Cincinnati.

The scholars' work from the cities of Columbus, Fremont, Dayton, and Sandusky, impressed us as meritorious in the order named. As a whole, the high school work of the Ohio schools compares favorably, indeed quite equals that of corresponding grades in the schools of Massachusetts.

But the entire absence of country school work from the Ohio exhibit must be noted and lamented. There is here a fatal weakness in the system.

ILLINOIS.—This state makes a noble exhibit. Four hundred and ninety-four volumes of scholars' work are presented. Nine counties show work from their ungraded schools. The private seminaries, as well as the graded schools, are well represented. The two normal universities, two county normal schools, those of Cook and Peoria counties, and one city training school, present the results of their instruction. Five colleges and the Industrial University are represented, the latter most satisfactorily and completely. Its display is carefully classified, the materials being arranged and exhibited under the (1) College of Engineering, (2) College of Natural Science, (3) College of Agriculture, (4) other schools not included in the foregoing.

The students' manuscripts of work, in all the departments, so admirably presented, will be found very instructive and highly creditable to the institution which, through its distinguished president, Hon. Jno. M. Gregory, has taken so much intelligent pains to be represented at the Exposition.

Thus it will be seen that the Illinois exhibit embraces an entire and complete free school system from the primary school to the university inclusive, and also includes nearly every form of professional schools for teachers, besides private schools and colleges. The character of the school products shown, justifies the interests represented. Of the country school work, that from Ogle county seemed the best. Peoria county presented a unique showing of teachers' work in the county institute. Chicago presents 88 volumes of scholars' work. Besides the showing of the usual branches presented in all the schools, there were on exhibition a "History of Chicago from 1873 to 1876," a volume of special work in composition, a volume of special work in German,

and a volume of work by deaf mutes. The work of entire grades and classes, and also selected work was shown. The exhibit is complete and in every way creditable to the management. Composition and mathematics were excellent features of the Chicago exhibit. The modes of presenting the work were not so attractive as might fairly have been looked for. The drawings, including mechanical drawings, from the evening high school, were comparatively good.

The exhibit of Aurora is notable in several important respects, and will be found very instructive.

The penmanship of the manuscript book in the showing of these schools is not as good as the fair reputation of the schools of Aurora would seem to require. But the excellencies shown in the results obtained in other branches by independent and admirable methods of instruction are peculiarly worthy of study. No text-books are used in classes below the high school, except for reading and geography. As one glances through the volumes he finds that each subject is shown throughout its course as the pupil pursues it from class to class. The method of the teacher and progress of the pupil are at once indicated. The daily work is put on exhibition. The results reached by each pupil in recitation and examination as presented in these written exercises, have been marked by the teachers according to their value.

The impromptu essays shown were excellent evidences, if there had been no other, that composition had been well taught.

In spelling, all words used were taught. In arithmetic, the instruction embraced operations in all the fundamental rules from the elementary beginnings.

Aurora has its own training school in which teachers are fitted for the schools.

The city of Peoria, second in size in the state, was fairly represented. The Peoria County Normal School (county normal schools are peculiar to Illinois) presented manuscripts of results of examinations, and some well written essays on general subjects, the work of persons preparing to teach. This institution, under the management of Prof. S. H. White, a teacher of national reputation, is manifestly doing its work well and gaining an influence for good beyond mere county boundaries. But there arises, on the examination of the exhibit under consideration, the question, whether a normal school is performing its

proper functions while restricting its labors chiefly to academical work? And it may be added here that even the normal universities of Illinois, in their special showings, do not contribute any satisfactory products of strictly professional training.

It seems right to say that a becoming regard for her grand and otherwise consistent educational system, would require a just use of her ample provisions for the education of teachers for the peculiar work of instruction, leaving the academical work to her other institutions, well-appointed and numerous.

MICHIGAN.—This exhibit is found near the center of the side gallery at the left. The collection is largely scholars' work beautifully put up and bound, and placed in a library case provided for the purpose. The prominent features of the most complete state free school system, embracing as it does a curriculum from primary school through the university, are concisely and well shown.

The superintendent of the Adrian schools, W. H. Payne, makes an excellent showing of supervision in the volumes presented from that place. It comprises a history and description of the schools, their regulations, the forms used, and the special directions to teachers.

The high school work of Adrian includes French as well as Latin, as is the case with many of the high schools of Michigan. Right here it is proper to remark that the influence of the State University over the secondary instruction in the schools of the state is marked and most satisfactory. The exhibit of Michigan shows more uniform excellence in the high school work in all classes of towns than is elsewhere apparent.

The results of examinations in the normal school were the most satisfactory found, in the maturity and discipline of mind shown.

The showing of the Detroit schools was very fine. In the execution of the work, especially the penmanship, it compared favorably with any.

There were several points of excellence in the exhibit of the East Saginaw schools. Language is systematically taught by the use of a text-book in some of the lower as well as the higher classes, there being no oral instruction given in this branch. Compositions are not regularly required. The German language

is taught two-sevenths of the time in all the classes. Penmanship, drawing, and music are regularly taught. One of the best points in this exhibit was the work in arithmetic. Neatness and care in execution were characteristic.

The commercial schools of the state were fully and well presented, showing peculiar interest in this class of school work. There was one very complete chart of the school system of the state, the most completely organized in the country, if the important element of general supervision be omitted from its present status, which certainly was not attained without state and county supervision. There are four other charts showing areas and population, value of school property, income, expenses, and wages of employes, and location of schools at different periods in the history of the state.

Calvin township, Cass county, represents its colored schools, a picture of its model country school house, and tells of permanent growth of thirty years.

But there is nothing of more interest in this exhibit than the picture of the public pauper school building and grounds. Into this school are gathered all the poor children, uncared for, in the state, where they are fed, clothed, and educated, and then placed in suitable homes under the watchful oversight of the state.

WISCONSIN.—This exhibit is placed next east of that of Michigan, in the same gallery. Of scholars' work 118 volumes are presented, 114 from the city of Milwaukee alone, the largest amount of work shown from any city in the country. And this presentation is not one of mere quantity. The excellence of the work is marked in almost every particular. In execution it vies with Cincinnati. The penmanship is excellent. In drawing, the Walter Smith system being in use, we are not sure but the grammar schools of Milwaukee excel those of Boston, not in variety, perhaps, but in excellence of work. Every pupil who can write and every school are represented in every subject taught. Sup't. McAlister, his teachers and pupils, have earned a medal for well directed industry. We notice particularly a volume from the Milwaukee normal school as of special interest, contributing essays indicating the methods followed in the schools.

The State University and the four normal schools present volumes of work. The students of the former make a showing that

to our mind is equal, if not superior, to the manuscript work of that of any other institution of like rank. Of course this observation is necessarily superficial, and must not be regarded as decisive on matters of pure scholarship in recondite subjects.

We found here a remarkable volume of drawings by A. L. Kumlein, student of the University, consisting of complete representations of natural history objects, the most perfect specimens of work of their kind in the educational department.

We examined the volume of work from the Whitewater normal school somewhat carefully, and found it meritorious in the best sense.

Beyond this the exhibit of Wisconsin was unworthy of the state, only six towns being represented.

We note a collection of works published by the faculty of the State University; transactions of societies, agricultural, 13 vols.; historical, 6 vols.; Academy of Arts and Sciences, 2 vols.

There were also presented 15 vols. of the Wisconsin Journal of Education; reports of the schools from 1849; a history of education; an outline of the normal school system; and a volume on the colleges of the state. There were on the walls photographs of Milwaukee school buildings, of the University buildings and a normal school building; also, a topographical map of the University grounds, and a map showing the location of every school in the state and its grade.

IOWA.—The exhibit of Iowa is located between the exhibits of Maine and Missouri. Some 250 volumes of scholars' work is presented for inspection. This work comes mainly from cities and towns. A few country schools are presented, those of Clayton county making the best exhibit.

The city of Burlington presents 56 volumes of work; Des Moines 31 volumes, and some fine drawings. The showing of Davenport is small, but superior in every respect. It presents a complete school system, including high and training schools. The professional work of the latter, the essays on methods of instruction in various branches by the pupil-teachers of the school merit special attention and study. The drawing, including map drawing, was good, and the penmanship excellent. The composition of the manuscripts on all subjects was, perhaps, equal to that of any schools making a display of work. The work from

the high school gives it a first rank. But the exhibit of Iowa, as a whole, was not an adequate showing of its truly fine school system which, as far as it goes, ranks with that of any western state. We are not sure but its country schools, if shown, would prove themselves among the best.

MISSOURI.—This exhibit is next to that of Iowa, east, in the side gallery. There are represented 111 volumes of scholars' work, of which 81 volumes are from the city of St. Louis. The 30 other volumes embrace town and country school work, principally, a few private seminaries being represented. The showing from the city schools of St. Louis is very full and interesting. One feature of peculiar interest is its natural science instruction in the district and grammar schools. The merit of the work is not fairly represented in the manuscripts shown. Manifestly the teachers have sought to convey a great deal of valuable information in the elements of natural science, and have succeeded in a measure highly commendable. But there are not a few indications in the work that the capacities of the children have either not been reached by the instruction, because not adapted to their powers, or they have been overtaken in the quantity given. This is shown in many instances in the failures of the children to express themselves clearly. We do not want to seem positive on this point, knowing as we do from personal observation that a good work is being done in St. Louis in this regard. It is possible that this apparent weakness in the natural science instruction should rather be charged to a neglect of instruction in composition and language in the lower grades.

The drawing presented, especially that from the normal school, and the map drawing, were very good.

Papers from entire classes, and selected papers on all the branches taught in the public schools, were shown.

There were on the tables six portfolios of photographs of school buildings, rooms, plans, etc.

The Kindergarten work exhibited was the most complete and satisfactory shown. It consisted of designs, models by the children, drawings, materials, etc.

The State University was represented by large paintings of its grounds and buildings, and a chart showing its history and more important statistics.

Among the most noteworthy things in this exhibit was the complete reports of the St. Louis public schools, containing the special reports of Sup't. W. T. Harris, surpassing in value, perhaps, any other educational matter of the kind.

MARYLAND.—This exhibit is located in the center of the side gallery. A school map is presented, on which is shown the distribution of the schools, white and colored. The colored schools are found principally in the towns and cities.

The State Normal School, Professor M. A. Newell, principal, makes a showing of results in examinations consisting of bound volumes of manuscripts covering a period of ten years of school work. There are some fair specimens of map drawing from the same school.

The Baltimore city grammar schools present a good exhibit of scholars' work. There were photographs of the school buildings of the Eastern and Western Female High Schools, and of one of the grammar schools.

The State Board of Education presented a collection of admirable designs for school buildings which serve as models throughout the State.

The Maryland Institution for the Blind exhibits a case of work in worsted, beads, and wax flowers.

Samples of school furniture in general use are shown; also specimens of the text-books used.

MINNESOTA.—The high school of Winona, by its principal, Professor I. Shepherd, presented one very creditable volume of scholars' work.

The writer of this article is indebted to the *American Book-seller*, educational number, for what follows respecting Kentucky, Tennessee, New Orleans, and Hampton Institute;

KENTUCKY.—Kentucky exhibits very little school work, but Professor Henderson, the State Superintendent, has prepared for distribution here a pamphlet containing a brief but comprehensive account of the schools of the state, which has made great advances in the work of popular education within the past few years.

In this section the American Printing House for the Blind, located at Louisville, makes an interesting exhibit of plates and books, music, maps, etc., for the blind.

TENNESSEE.—In the section with the Minnesota exhibit, Tennessee shows photographs of her normal school at Nashville, which was opened in December last. The cities of Memphis and Nashville show some creditable work in the common branches, but there is no exhibit from the country schools. Last year eight counties reported no schools for want of funds, and eight counties made no reports at all.

NEW ORLEANS.—In this section, also, New Orleans made a limited display of photographs of its school buildings, its school records and school work, all of which indicate that the city provides handsomely for the education of its children. It is a pity that more of its work is not shown. What there is to be seen is collected in paper covers, and the interest with which it is examined is rapidly wearing it out with much handling.

HAMPTON INSTITUTE, ETC.—In the same section is the exhibit of the Hampton Institute of Virginia, and the Fisk University in Nashville, Tenn., displaying views of the buildings, some of the agricultural products, and samples of the handiwork of the students. There are also specimens of drawing, writing, essay writing, and other school work, all showing great aptitude and earnest effort. Both of these institutions are now nearly independent of the American Missionary Society which founded them, but the society has five other chartered institutions in the south and a large number of other schools, which are doing important work in the education of colored people.

We hope, hereafter, to present a summary view of the American Educational Exhibit, using the exhibit in the government building to illustrate the subject, and a thorough review of European education as represented at Philadelphia.

MIGHT I give counsel to any young hearer I would say to him, try to frequent the company of your betters; in books and life that is the most wholesome society; learn to admire rightly, the great pleasure of life is that. Note what the great men admire; they admire great things; narrow spirits admire basely and worship meanly.

ADVANCED READING.—NO. I.



J. FRAISE RICHARD.

I DO NOT underrate music, drawing, or painting, as accomplishments, when I declare reading—good reading—to be the crowning excellency of every young person's education,—the *sine qua non* without which the spiritual structure is manifestly incomplete. It is but right to commend the wisdom of the doctor who once declared, in a public assembly, that he would much rather have his daughter an intelligent and effective reader than a skillful performer on the piano.

In the present article it is my purpose to call attention to but a few of the points deserving attention, commencing with

FALSE NOTIONS ON READING.

1. *Rapid Pronunciation of Words.*—In too many cases all the beauties of the composition, force, sentiment, etc., are sacrificed to the simple calling of words. The mind does not have sufficient time to catch the meaning of the several words and sentences uttered. The habit is a pernicious one, and needs to be broken up.

2. *A desire to get through the book.*—This seems to be the chief purpose of some parents in sending their children to school, and it receives no inconsiderable encouragement from the practice of teachers who seem to think knowledge can be measured like cloth or potatoes. When the urchin has "gone through his book" one or more times, he is ready for promotion.

3. *The Use of Rules.*—Many of our text-books give directions for the use of certain inflections, emphases, pauses, etc. I remember distinctly when I was compelled to memorize those rules and recite them word for word, as found in the text. The sentiment of the language read was never taken into consideration. As well might a teacher give his pupils printed rules for sneezing or laughing.

4. *Servile Imitation.*—"All affectation but creates disgust." How serious a mistake is made, therefore, by that teacher, even though a professional elocutionist, who requires his pupils to read a certain passage as he does. Why not ask his pupils to walk

like himself, to eat like himself, to laugh like himself? Danger is to be found on this line. Beware.

OBJECTS TO BE AIMED AT.

1. Correct and graceful posture, whether in reading or speaking, or in taking the stage.

2. The cultivation of the voice. This is too much neglected. Capable of expressing the sweetest and most varied sounds, the human voice deserves the most unremitting attention at the hands of instructors. Distinguishing by its harsh and grating or its musical and pleasing intonations, the rude from the cultivated and refined, it can scarcely occupy too prominent a position in scholastic training.

3. Mental discipline. Very few people can read a paragraph or a page and, in their own language, give clearly the germ-thoughts contained. Not a large number of persons can hear a sermon or a lecture and afterwards give an outline of the points made, and that, too, in logical order. To follow an argument, or a line of thought, requires close attention, and begets mental power akin to that developed by a geometrical demonstration. This result can be accomplished in the reading exercises of the school.

4. The perception of certain literary beauties:

(1). Sentential structure. If "evil communications corrupt good manners," so will the reading of good language improve the pupil's ability to speak and write correctly.

(2). The meaning of words and phrases. These are learned by their contextural relations.

(3). The use of figures of speech,—the ornaments of thought.

(4). The cogency and coherency of thought. As great diversity exists in the modes of expressing thought as will be found in styles of dress.

(5). The revelation of self. Some authors impress themselves so thoroughly upon their productions that their signatures are not needed to identify the same. This power to read human nature in written language is quite as important as the study of the human countenance in society. Let it be attended to.

5. Improvement in spelling, punctuation, and capitalization.

6. The acquisition of collateral knowledge; as, history, geography, chronology, science, literature, etc.

7. A desire for general literary culture, the reading of journals, newspapers, books, magazines. The mastery of certain text-books in reading and elocution is not an end but a means. The great object should be to create a thirst for reading, a desire to be intelligent on all the questions that agitate the public mind. Any result short of this is equivalent to a failure in school training.

I trust teachers will attach a higher importance to this much neglected but greatly needed branch of school training.

REPUBLIC, OHIO.

BOOK-KEEPING AND BUSINESS PRACTICE.

CHAS. PETERSON.

IT is only of recent date that the science of Book-keeping and Business Practice in this western country has received more than a very limited attention. Even at the present time, there yet remain some relics of the barbarous ages in our midst. As we do not recognize any system or science in the method of keeping books by single entry, we shall give it only a passing notice, and then proceed to the consideration of the science of Double Entry Book-keeping and Business Practice. All that is claimed for single entry in its purity, is a record of personal accounts due us, and the receipts and disbursements of cash. Authors of the present day, upon the science of book-keeping, simply refer to the style of single entry as something that has existed, but of very little importance in the make up of business requirements of the present day. Were it not the case that occasionally it is required to change a collection of accounts, heretofore kept by single entry, into the more scientific and modern method of double entry, the former would, perhaps, long ere this have become totally forgotten. Single entry affords neither satisfaction nor accuracy, and were it not for the aid of some auxiliary books, properly belonging to double entry, neither merchant nor mechanic would be able to define his business, either in its progress or at its termination.

Double Entry Book-keeping embraces a correct record of business transactions and relations.

Business is defined as an exchange of commodities. You possess something which I want, for which I am willing to give you, upon a previous agreement, what I hold or control. This interchange admits of many modifications, and often specific acts are performed to offset the receipt of a valuable consideration. It is then necessary to keep a correct record of these manifold transactions, that we may, in aftertime, refer to the same, with a view to the proper adjustment of our business with others. This is called book-keeping or account-keeping. All trades or speculations are not successful, hence parties are often subject to a loss, which tends to decrease the amount of capital invested. These features in business are the result of our energy or enterprise. The desire of all business men is to gain, and, by steady accumulation, to increase their wealth, to enable them to enjoy life and provide for helpless families placed in their charge. Loss in business may arise from a variety of causes, a few of which are here enumerated: A deficiency of cash capital, thereby increasing responsibilities in bank in order to meet the requirements of trade. Every *promise to pay* is an additional burden to the load that a business man is obliged to carry in his financial operations. Each responsibility assumed in this line is but another link in the chain, whose weight will eventually drag him down and wipe him out from the commercial fraternity. It is much easier to promise to pay in the future, with a hope of realizing upon the investment in time to meet the engagement, than to pay the cash upon the spot. The day of reckoning comes slowly but comes surely, and will be the least-prepared-for day in a merchant's calendar. This interest paying, at high rates, is one of the loss causes to which I have heretofore alluded. Again, the expense account in a man's business cuts quite a prominent figure in increasing the losses, at the taking of a balance sheet at the end of the year. The general term, expense, embraces all the outlay which is necessary to manage or carry on the business. Oil applied to machinery reduces friction, and produces a free and easy motion. Expense, judiciously applied to the requirements of a business, will also produce smooth running and satisfactory results; but when carelessly and improvidently used, when applied with a free hand, indifferent to the absolute demands of the business, then, like too much oil applied to machinery, it slops over, runs down

and wastes, and, in the end, proves to be a very expensive account.

Young beginners in trade are very apt to fall into this excess very early in their career as merchants.

Thus: A warehouse or storeroom is provided; this may or may not be a judicious selection. A grand office must be fitted out, and that in style regardless of costs. Here is an item which unnecessarily swells the expense account, thereby detracting from the resources of the business. This should be avoided, at least at the outset, and as the business, by reason of its prosperity, demands an increase of facilities and conveniences, then, and not until then, should the merchant suffer such a withdrawal of capital from its legitimate channel. One of the secrets of success in merchandising lies in having a thoroughly competent purchaser for the wares in which you intend to trade. This requires a person fully posted as to the value of goods, and that person should be the proprietor or one of the partners. We often see young men embarking in a business of which they have but an imperfect knowledge; hence they are obliged to depend upon hired experience. I should advise all young men, who contemplate entering into the work of merchandising or manufacturing, to spend a sufficient time with some fully competent person, in either branch of trade, that they may become posted in the operations and requirements of the business which they have adopted. Business men are perfected like master mechanics, by close application and indefatigable labor. Because a man may have money, there is no certainty that the application of the same to a line of manufacturing or merchandising will secure success. But a close scrutiny of the quality of goods made or purchased, with a selection of a proper time for purchases and investments, will insure a ready sale at remunerative prices.

Another item of expense to be carefully watched and kept under control, is the employment of help. Employees will be in abundance, and from these you should select such as are competent, and to each assign a duty that will occupy his whole time and attention. Not desiring, at this time, to dwell any longer upon advice to new beginners, I will turn to other topics, hoping to revert to this all important subject in the future,

(To be continued.)

SUBJECTIVE ENEMIES AND FRIENDS OF SCHOLARSHIP.

CYRUS W. HODGIN.

(Concluded.)

AS A RULE, the little child, at the age of five years, has made more rapid progress in the acquirement of knowledge, considering its opportunities and the strength of its mental powers, than it will ever do again in any equal period of time. It comes into the world ignorant, and at every step in its existence it feels the burden of that ignorance crushing it back to mother earth. In its extremity it instinctively calls out to everything that comes in its way, to father, mother, sister, brother, toy, bird, beast, flower, sunbeam, "I am ignorant, I need knowledge, I must have it or I must perish; teach me, O teach me!" And how the little thing does learn! With what avidity it seizes upon knowledge coming to it through the channel of its every sense! It sees everything, feels everything, and tests the sound of everything it can get into its hands. It learns the use of its limbs, its senses, and its organs of speech; it learns to do a thousand things, the names of a thousand objects, the signs of a thousand ideas; it learns practically the different parts of speech, how to form a statement, how to ask a question, to make an exclamation, and to give a command, with all the necessary emphasis and inflection: in short, it learns an intricate language, all without any special effort on the part of any one to give it instruction. It feels its needs, and gratefully and humbly it receives the supply from whatever source. After a while it begins to feel that it knows something and can do something; it then begins to feel self-sufficient, and self-sufficiency is the parent of pride, and pride is a Goliath among the enemies of scholarship.

The person in whom pride, of the baser sort, has become a habit, is apt to think that he knows about all that he needs to know; or, feeling his ignorance, he wants others to *think* that he knows it. He is therefore led to pretend to knowledge which he does not possess, and to shrewdly cover up ignorance, which he

Pride tells the student to take many studies at a time; Humility says, "Take only enough." Pride says, "Strive to know something of everything;" Humility says, "It is better to know everything about something." Pride says, "If you have squandered the best part of the evening, sit up late to prepare your lessons, and be sure to tell everybody what time you retired, that you may be *thought* to be studious;" Humility says, "*Be* studious at the right time, economize your moments and your strength." Pride says, "If called upon to ask questions in the class on points you do not understand, pretend that there are none on which you need instruction;" Humility says, "Ask proper and pointed questions until you are sure you thoroughly understand the subject, or, at least, until you see how you can master it for yourself." Pride says, "*Make believe* you are an honest student;" Humility says, "*Be* an honest student." Pride says, "Make a good reputation at all hazards;" Humility says, "Establish a good *character*, and your reputation will take care of itself." Pride says, "Seek a smattering of all the most *high-sounding* subjects;" Humility says, "Seek an organic knowledge of the most *valuable* subjects." Pride says, "Seek to make a stunning impression;" Humility says, "Seek the *truth*."

The greatest and most valuable scholars of every age of the world, have been humble, and therefore teachable, men and women; the most reprehensible ignoramuses of every age, have been too proud to be taught. Pride is an arch-enemy to scholarship, Humility is an indispensable friend.

APPOINTMENT OF TEACHERS.

BROTHER SUPERINTENDENTS.—Let us hear from you on the subject of school meetings. My observation is that they are a sham and a nuisance, and that nobody ever goes to them except when money is offered either for wood, for repairs, for house building, or for teacher hire. With us it is a recognized fact that in the mere interest of education and child-welfare, no one ever goes to a school meeting. But when money is offered for a teacher, then every family that has a candidate who can read

fluently and cipher as far as division, musters its kin down to the ninety-ninth degree, and every loafer of whom it can hope to make a voter. And the rule of the school meeting, as of general politics, is that "everything is fair in war."

Our school meetings are not quite so rabblesome and bad since I began to rule that no one had any right to vote except those whose names the trustee, in taking his annual enumeration of children, has "listed" as the guardians of those children. But, improved as it is by this ruling, it is still often a scene of neighborhood strife, and always of pure covetousness. Education and the children are ignored and forgotten. The sole thought and effort with each voter is either to *get* the school money for himself, or to *give* it to his friend and partizan.

These school meetings breed lasting alienations and bitter feuds, so bitter, sometimes, that the children of the disappointed party get no schooling until their parents, by the usual machinery of politics, come again into power and into the possession of the school money. Because of these and other evils, all of which might easily be remedied by wise legislation, our schools are now daily educating but little over one-third of the school children.

Our present school law puts it in the power of trustees to prevent most of these evils, and to give the children suitable and competent teachers. But they will not exercise the power. To do so is to endanger their own re-election. Self-sacrifice is too Christ-like and rare a virtue to be expected of the average man in any elective office, and trustees are average men.

Prof. Bloss told me, during his candidacy, that if elected he should try to have the law so changed as to require a scholar qualification for the trusteeship. This would certainly increase his efficiency and usefulness in his township institutes, and in all his work of school supervision after his schools were officered and set to work. But it would not help him to officer them—that is, it would not at all relieve the difficulty alluded to. He would still be afraid to appoint the teacher himself; and teacher elections would still lead to neighborhood strife, and to child-cheating and bad schools.

Another evil of our school meetings, and especially of teachers' elections is this: During the canvass, slander and personal abuse run high, as in all popular elections; and when the school

opens, if the disappointed party allow their children to go at all, as they sometimes do, if only to annoy the other party and make their own slanders seem true, the unfortunate teacher finds, in every pupil of the disappointed party, a personal enemy, who honestly believes in the oft repeated words of his own parents, that the teacher is incompetent to teach, and is a scoundrel besides. And how is the poor teacher to do any good with such a school, or have any government and order in it? Here is the secret of some of our school emeutes, as also of the poor schools, as well as of the failure of some of our best teachers. They could make neither skill, nor talent, nor high scholarship, successful against the rancor produced by the slanderous canvass through which they had passed into their schools; and of course they failed and the children were cheated. So bitter does this rancor become that it has sometimes culminated in the burning of the school house.

The whole system of teacher-elections, while good in theory, is in practice evil, "only evil and that constitutional." That is, it would be good if human nature were perfect. But as long as men love money, and as "the love of money is the root of all evil," just so long will these elections cheat the children in the interest of others, and make but half efficient the great school system of the state. The schools of my county are not doing one-half the good that they might do, and can be made to do.

Well, what's the remedy? Why assume, what is really the fact, that the school *children* are, just as the school *machinery* is, the *property* of the state; that each is the complement of the other and must go along with the other, and that the state will run the whole concern under its own state-appointed officers and managers. But whom shall the state appoint to this work?—the county clerk? the auditor? the treasurer? the state's attorney for that district? or the sheriff? Each one of these officers has work enough now for one man. And often his present work is so inconsistent with this school work that each would both hinder and hurt the other.

At the age of 65, and thus with the high probability of soon giving up all active participation in the works of this world, it is certainly impudent, if not less hazardous in me than it would be in a young man to suggest for this work the county superintendent, elected as heretofore by the trustees. This trustee-election

brings him near enough to popular amenability. And yet it puts him one step further than the trustees are from factional control and the fear of factional displacement.

The county superintendent soon comes to know something of the general qualifications of all his teachers. And every day he learns better and better the special aptitudes of each for particular kinds of work. Daily, too, he is learning both the wants and the needs of each district in his county. And these two things, the pupils' wants and the educational needs of his people are often heaven-wide apart. And thus, like a good Methodist bishop at conference, he can, if he be a good man, select both men for places and places for men better than anybody else can. A county superintendent who is at once a good man and an able officer, can, I know, greatly increase and, perhaps, even double the teaching power of his whole teaching corps. He can put stout and able-bodied Goliaths in charge of schools where Young America carries pistols in his pocket and frightens away competent but less able-bodied teachers. And for a district made up wholly of little children and chiefly of girls, he will, with equal wisdom, select a good and, perhaps, a delicate woman with strong maternal instinct and fair didactic power. The first will both *awe* and teach his young savages. The second will both *win* and teach her young seraphs. Each will do work for which the other is wholly incompetent.

Will educators and law-makers second such a change? Well, I don't know that this is the very best change that can be made; but change we must. No change whatever can worse us, for our present system of venal elections is a sham and a nuisance, a cheat on the children and a waste of our school money.

I hope that other superintendents will speak out on this subject, and either convince me that I am wrong or else help me get the law right.

M. M. CAMPBELL,

Superintendent Monroe County.

BLOOMINGTON, Aug. 26, 1876.

David Dudley Field is not a teacher of Penmanship. Recently he signed a legal document and sent it to a printer in Albany. The proof was sent to him to be read, and "David Dudley Field," in manuscript, appeared in type as "Tried and duly filed."

WHEN SCHOOL "LETS OUT.

When school "lets out" at sun-down time,
And shadows long up hill-sides climb,
With leap and romp and laugh and shout,
In kilt and smock and roundabout,
By grain-field fence, through pasture-grass,
A foot-worn way, the scholars pass;
And bright-faced elf and brown-faced lout
Go heart-glad home, when school "lets out."

I sit and watch, where, white and slow,
The mistress moves in grace below:
A lithe young girl, with folded hands,
With low-down locks in wide, brown bands,
Who floats in light where deep shade lies,
With sweet, sad looks in lake-blue eyes;
I sit and watch, and hope and doubt
I know not what, when school "lets out."

Were I so young as they who know
The mild maid-rule, just there below,
Would I be glad as they who pass
By grain-field fence and pasture-grass?
Would I be glad the home-bound way,
And laugh and shout and romp as they?
It might be so in roundabout,
But not as now, when school "lets out."

Some day—how soon I cannot tell,
But some day soon, I know full well—
My feet shall fall with beat as slow
The green-laid way that hers do go,
And I shall feel my great heart rise
To tender looks from lake-blue eyes,
And there shall be no fear, no doubt,
Her hand in mine, when school "lets out."

HENRY T. STANTON in "*Home and School*" for Oct.

HOW GEN. NEWTON RAISED HELL-GATE.

IT is, perhaps, known to most of the readers of the Journal that on the 24th of September last a great explosion took place at Hallett's Point, but it may not be known to many of them that this "point" formed the principal obstruction to the entrance of New York Harbor from Long Island Sound, and

that the channel off it is called Hell-Gate. Neither may it be known to them that at the expense of the Government, and by its direction, Gen. Newton has for more than seven years been engaged in the work of undermining it preparatory to the blasting. In this time he made more than 7,000 feet of tunnels and galleries, and in this immense subaqueous cavern placed 50,000 pounds of the most violent explosives known. All this work was done and, this vast amount of dangerous material handled and placed with but a single accident that cost the lives of two men. When everything was in readiness the final touch, that produced the explosion, was given by Gen. Newton's little child, only two years and four months old.

The following from the *Christian Union* will be read with interest:

"A cold northeaster swept down the East River, driving before it the last dingy-sailed coaster that was destined to pass over the old water-worn rocks that have wrecked so many of her class, and then the cordon of police boats warned back the few steamers and other craft whose skippers would fain have ventured too near. The Point, with its brown wooden shops and its long coffer-dam, was deserted, save by General Newton and the few assistants who were making the final adjustments of wires and batteries, and when the second signal gun was fired these stepped on board a small tugboat and went to the Point where the discharging battery was set up, on the Long Island shore, perhaps half a mile distant. By this time all the highlands in sight were crowded with people, dimly seen through the falling rain, and the shores at all available points were lined with umbrella covered spectators.

By half-past two the tide was ebbing strongly, though the river was still at its fullest. Fifteen minutes passed. Only five more to spare! Those who had been sitting along the terraced face of Ward's Island stood up, and formed an irregular single-rank on the edge of the bluff, preferring, probably, to be knocked down at full-length if such a fate were in store for them. A slight feeling of not unpleasant nervousness was probably felt by almost every intelligent near-at-hand spectator. The certainty that when the minute-hands of our watches touched 2:50 the largest quantity of nitro-glycerine compounds ever stored in a mine would be loaded presented numerous contingencies to the inquiring mind.

The river was the only absolutely indifferent party to the transaction. It rolled over the twenty-five tons of chemicals as if it cared not a straw for the well-known fact that a few pounds of the same, if exploded in the open air, would prostrate every building in sight. It was precisely this indifference, amounting mechanically to actual inertia, that enabled the engineers so accurately to predict the consequences of the blast.

On time to a second! An acre or two of water flew into milk-white foam, throwing its highest jets, as it seemed to the writer, something less than a hundred feet. Through this, while it still hung aloft, was projected obliquely an ugly black cone of earth, rock-fragments and timbers, and at the same instant an unexpectedly slight shock jarred the ground on which we stood. No atmospheric vibration was perceived. The water fell back into its bed, a dull, double explosion, not so heavy as the discharge of a field gun, followed, then the smoke drifted away, and we could see the Point once more.

Nothing save floating fragments was left of the coffer-dam. A small building on shore was canted over, evidently in a damaged state, and the exterior face of the Point was scarred and torn. There was almost no resultant disturbance of the water beyond the immediate vicinity of the reef. No perceptible swell reached the shore where the writer stood, and within five minutes the three approaches to the scene of the blast were black with hundreds of small boats, pulled by curiosity seekers and scavengers eager to reap some profit in the way of stunned fish and kindling wood.

As is usually the case, the earth-shock was somewhat greater at a distance than within a radius of half a mile or so.

At three o'clock the river was going about its business as if nothing whatever had happened; but for all its seeming indifference to the mightiest force known to man, the bed over which it has chafed for—as Professor Huxley might say—a matter of ten millions of years, had undergone a very material change. Hallet's Point Reef had practically ceased to exist, and the first grand step toward opening the "Gate" was successfully accomplished.

John Newton, Lieutenant Colonel of U. S. Engineers, Brevet Major General, may congratulate himself on having achieved one of the most difficult and dangerous operations known to modern engineering."

The result of the explosion has been even greater than the most sanguine anticipated. This rocky, ragged point, projecting outward into the channel through which the tides ran with the velocity of a race-course, produced currents that sucked the passing vessels to its deadly arms. So thoroughly was it mined, and so completely has it been shattered that even now, before the debris has been removed, an iron-clad can float in safety where before shallow currents flowed like a river-rapid, and the pilot can bring his vessel within fifty feet of the point without hazard.

Thinking that a description of the explosion would be of special interest to many of our readers, we applied to Professor H. W. Wiley, of Purdue University, for information, and he has kindly furnished us the following:

NITRO-GLYCERINE AND THE HELL-GATE EXPLOSION

W. A. BELL:

Dear Sir:—I have received your card asking for a short article on the explosives used in removing the obstructions to navigation in Hell-Gate.

Your readers are all familiar with the oily, sweet liquid called glycerine. The temperance people should know that this substance is one of the large family of alcohols, whose most familiar member is the common substance of that name. Glycerine is a by-product of the manufacture of soap, and is formed whenever a caustic alkali is heated in contact with a fat.

Glycerine is used largely in the manufacture of honey and of nitro-glycerine. The one is about as hard upon the stomach as the other is upon stone. Glycerine is composed of three different substances, viz: carbon, hydrogen, and oxygen. Each molecule of it contains three atoms of carbon, eight of hydrogen, and three of oxygen. The symbol of the substance is, therefore, $C_3H_8O_3$.

If now you allow glycerine to flow in a small stream into a mixture of about equal parts of concentrated sulphuric and nitric acids, each molecule loses three atoms of hydrogen and gains in exchange three molecules of *nitryl*, a substance arising from the decomposition of the nitric acid. Each molecule of nitryl contains one atom of nitrogen, and two atoms of oxygen, its symbol, therefore, is NO_2 . Substituting this value for three hydrogen atoms in the molecule of glycerine, we have for the symbol of

nitro-glycerine: $C_3H_5(NO_2)_3O_3$. The manufacture of nitro-glycerine is a very simple process, the only precautions necessary for safety being to keep the mixed liquids well stirred and at a low temperature. The strong sulphuric acid used is for the purpose of absorbing the water produced by the decomposition of the nitric acid. The remaining nitric acid is thus kept in a concentrated state. In appearance nitro-glycerine can not be told from the common glycerine. When pure it is transparent, and of an oily consistence. It has, however, a slightly acrid taste, and is, therefore, never used for the adulteration of honey.

The common opinions concerning nitro-glycerine are, in many respects, erroneous. Pure nitro glycerine is comparatively harmless. It is much less easily exploded than gunpowder, and has no tendency to spontaneous decomposition. A lighted match can be extinguished in it without danger, but this experiment should not be performed by those who have no assurance on their lives. When rubbed on the skin or placed on the tongue it gives to many a peculiarly severe headache.

With the impure article, however, no degree of precaution is too great. It is extremely dangerous at all times and in all circumstances.

Nitro-glycerine is most easily exploded by imparting an intense vibratory motion to its molecules. This may be done by a sudden blow, or better, by exploding a small quantity of fulminate of mercury in contact with the nitro-glycerine, by means of an electric spark. The explosion of nitro-glycerine is far more sudden and intense than that of gunpowder. For this reason it can not be used in fire arms, while it is much more useful in blasting.

The reason of the suddenness of this explosive force is found in the fact that in nitro-glycerine the reaction producing the explosion takes place within the molecule, while in gunpowder it is between contiguous molecules. So sudden is this explosion that the air even becomes a sufficient tamping, since a can of nitro-glycerine exploded on a granite boulder, in the open air, will break the stone in fragments. In the Hell Gate explosion water was used in addition to the weight of the air as the resisting cushion. Concerning the various names given to the forms of nitro-glycerine used in raising Hell Gate obstructions, I wrote to my friend and classmate, Mr. C. A. Pitkin of Newport, whose long experience in the Government Torpedo Station at that point, eminently fits him to give accurate information on the subject.

What the papers called "Red Rock" is simply a corruption of "Rend-rock," a literal and alliterative rendering of its Greeco-Latin-French name, "Lithofracteur," an explosive containing a rather low percentage of nitro-glycerine. Mr. Pitkin's account is so succinct and reliable that I append it entire.

For a beautiful theoretical discussion of nitro-glycerine, the reader is referred to Cooke's New Chemistry," which, as a part of the International Scientific Series, should be in every teacher's library.

I am, etc.,

LAFAYETTE, IND., Oct., 1876

H. W. WILEY.

REND-ROCK is one of those numerous explosive compounds containing nitro-glycerine as their effective ingredient. The other substances merely serve as a vehicle for the nitro-glycerine, and add very little, if anything, to its effect.

Of all known explosives, nitro-glycerine is of the greatest use in blasting operations. The harder the rock, the more destructive is its action, and so sudden that even surface blast, without the use of drill-holes, produces most powerful results.

Although, when properly exploded, (by means of a detonating fuse of fulminate of mercury, fired by electricity,) it has many times the efficiency of powder, it is even safer to handle, when properly made and understood, (in spite of prevailing opinion to the contrary).

A great disadvantage, however, is its liquid form, which renders it incompressible, and therefore more liable, when confined, to accidental explosion from a powerful blow, than it would be in a solid or pasty form. It is also liable to leak from its vessels, and thus make trouble.

To this end, nitro-glycerine has been mixed with various absorbents, and nothing has been found better than native infusorial earth, (a very finely divided, almost pure, silica). It takes up 50 to 80 per cent. of nitro-glycerine, and being an insoluble, inert substance, it holds the nitro-glycerine even when wet, and has no tendency to make it decompose. This mixture is called *dynamite*. Coal ashes, chalk, lamp-black, and many other substances have been used, but do not begin to compare with the infusorial earth in absorptive and retentive power.

In addition to these compounds many others have been made

and patented, under various names, as Giant Powder, Rend-rock, Dualin, Lithofracteur, Horsely's Powder, etc., in which nitro-glycerine is mixed with absorbents, which, in themselves, possess explosive properties; e. g., Rend-rock is a mixture of nitre, paraffin, charcoal, and nitro-glycerine; Dualin is nitro-glycerine, sawdust, and saltpetre; Lithofracteur contains nitro-glycerine, silicious earth, coal, soda saltpetre, and sulphur, while Horsley's Powder is a mixture of chlorate of potash and nut galls, soaked in nitro-glycerine.

All these compounds, although they may have their appropriate uses in certain instances, when less powerful action is required, must be regarded as far inferior to Dynamite. In the first place they are not so powerful, as all nitro-glycerine compounds depend wholly for their force on the nitro-glycerine in them, since it explodes so much more suddenly than the other ingredients that they have no chance to add to its effect. Moreover, some of them render the nitro-glycerine more liable to decompose, and others, as saltpetre, are deliquescent which causes the nitro-glycerine to exude. As to cheapness they may be cheaper *per pound*, but not according to *results gained*, which must be measured by amount of nitro-glycerine used, and that is from 10 to 50 per cent. of the mixture in case of these compounds, and from 60 to 80 in true dynamite. As to the exact composition of nitro-glycerine compounds known under the various fanciful names of Rend-rock, etc., the following are the results of the analysis of two different samples.

Soda saltpetre.....	69.00
Paraffine.....	7.00
Charcoal.....	4.00
Nitro-glycerine	20.00
	<hr/>
	100.00
 Saltpetre.....	 71.00
Paraffine.....	1.00
Charcoal.....	10.00
Nitro-glycerine	18.00
	<hr/>
	100.00

CHARLES A. PITKIN,

Assistant Chemist U. S. Torpedo Station,

Oct. 11, 1876.

NEWPORT, R. I.

To PROF. H. W. WILEY.

OFFICIAL DEPARTMENT

EXTRACTS FROM RECENT DECISIONS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1. Section 20 of the School Law requires a teacher to make a report to the trustee at the end of the term for which said teacher shall have been employed. I think the contemplated report is a final report. It may be made at the end of two, three, or four months, as the case may be, or at the end of the year. I think that a report made in the middle of a term would not be a final report as contemplated in the law, unless the teacher, at that time, severed his connection with the school.

2. The School Law supplemental section f, page 84, provides as follows: "At least one Saturday in each month during which the public schools may be in progress shall be devoted to township institutes, or model schools for improvement of teachers, and two Saturdays may be appropriated at the discretion of the township trustee of any township. Such institute shall be presided over by a teacher or other person designated by the trustee of the township. The township trustee shall specify in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein, or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness."

The object of this institute is the improvement of the teachers of the township. It seems to me that all the powers necessary to carry out this object are by common law conferred upon the persons managing the institute. The object of the institute will utterly fail, unless the teachers attending take part in the exercises. I think, therefore, the contract which the trustee makes with the teachers, in relation to township institutes, necessarily requires the teachers to perform such reasonable exercises and duties as may be assigned to them. Indeed, the statute provides that the trustee may designate one of the teachers to preside over the township institute. I am of opinion that the mere presence of a teacher at a township institute does not fill the requirements of the law.

3. I do not think there is any constitutional provision against a township trustee's teaching in his own township. A school teacher is not an officer within the meaning of the constitution. The difficulty comes in when the trustee attempts to contract with himself. If a trustee was thoroughly qualified, and was the choice of the district, I should hesitate to throw any obstacle in his way.

4. The law is not very explicit in regard to the printing used by county superintendents. My judgment is, that now that the county superintendent is paid for the work of examining teachers by the county, the county commissioners may properly allow him his reasonable printing expenses in holding such examinations.

5. A certificate granted by one county superintendent is not valid in another county. A teacher must hold a valid license from the superintendent of the county in which he teaches.

6. Have township trustees the right to pay the principals of township graded schools from the school revenue for tuition?

Answer. Section 10 of the School law provides as follows: "The trustees shall take charge of the educational affairs of their respective townships, towns and cities, employ teachers, and shall establish and locate conveniently, a sufficient number of schools for the education of the white children therein, and build, or otherwise provide, suitable houses, furniture, apparatus, and other articles and educational appliances necessary for the thorough organization and efficient management of the schools. They may also establish graded schools, or such modifications of them as may be practicable, and provide for admission into the higher department of the graded school, from the primary schools of their townships, such pupils as are sufficiently advanced for such admission." Section 7 provides: "The school trustee of every township, incorporated town or city, shall receive the revenue for tuition which may be apportioned to his township, town or city by the state for tuition in the common schools, and shall pay out the same for the purpose for which such revenues were collected and appropriated." The above mentioned act was approved in 1865.

The question turns upon whether the graded schools clearly authorized by the above quoted sections, were regarded as common schools or not.

a. The term "common school," as used in the School Law, is evidently used to distinguish the public schools of the state which are or may be common to every township, town or city in the state. Hence, a township graded school is a common school, as it is open alike to all the children of the township who are sufficiently qualified for admission.

b. The very title of the act from which these sections are quoted, viz: "An act to provide for a general system of common schools," etc., shows that all the schools provided for in the act were to be regarded as common schools.

c. When this act was passed, there were no means provided for the payment of teachers of graded schools, except from the common school revenue for tuition. Hence, it is fair to conclude that the law contemplated that they should be paid from this revenue. The passage of a subsequent act by which trustees were authorized to make an additional levy for general purposes in no wise abridged the previously existing powers of the trustees.

We therefore conclude that township trustees have the right to pay principals and teachers of graded schools for all service which they render as teachers in such schools, from the school revenue for tuition apportioned by the state.

JAS. H. SMART,
Sup't. Public Instruction.

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EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

STATE SUPERINTENDENT.

The state election is over, and, as everybody knows, the Democratic party was successful; and, as a consequence, Jas. H. Smart, the present incumbent, was re-elected State Superintendent of Public Instruction. Mr. Smart has made an excellent superintendent, and has the confidence and support of the educational men throughout the state. As a reward for his earnest and efficient work he has the satisfaction of knowing that he led the entire state ticket and ran ahead of the Governor in a large majority of the counties. In Allen county, his former residence, and Marion county, his present, he ran ahead more than a thousand votes. This certainly is a high compliment at this time, when political excitement is so high and party lines are so closely drawn.

Mr. Smart's large majority may be accounted for thus: (1.) He has made a superior officer. (2.) There is a general feeling among those acquainted with the work of the office, that the term ought to be four years instead of two, and that when a man has done well the first term he should be continued a second, on the ground that he can accomplish more for the schools the second two years than the first two. (3.) His extensive personal acquaintance was very greatly in his favor. (4.) There is a very general and growing sentiment that this office should be independent of politics, and that for this place in particular the best men should be voted for without regard to party. Persons holding this view simply argued that Mr. Smart had done well, and that there was no call

for a change. (5.) Personal and local reasons may have contributed somewhat.

In all this we do not say or intimate a word against the candidate on the Republican ticket, Prof. O. H. Smith. He was simply unfortunate in having a strong man to run against, and in having to suffer from all these drawbacks. Mr. Smart would have had an advantage over any man that could have been nominated against him.

It is gratifying to know that the canvass was carried on, for the most part, entirely free from the personal slanders so common in political warfare. Each candidate expressed a desire that any personal defamation of his opponent should be studiously avoided, and this policy was adhered to by the friends of both until near the close of the campaign. Just upon the eve of the election some personal enemy of Mr. Smart attacked him through the Fort Wayne Gazette, and these slanders were scattered quite extensively throughout the state in "slips." To make such an attack at such a time was simply a political trick, and we have no reason to believe that it was done by the knowledge or consent of Mr. Smith. The falsity of the charges may be inferred when it is known that in Fort Wayne and Allen county, Mr. Smart's old home, and where the slanders had the widest circulation, he ran ahead of his ticket 268 votes, and had a majority in the county of 8,709. A more effective refutation of a slander could hardly be given.

Had Mr. Smith been elected instead of Mr. Smart, the Journal would have supported him to the extent of its ability.

THE CENTENNIAL.

We have given quite a good deal of space last month and this to descriptions of the various state educational exhibits, our object being to give the readers of the Journal who have not been able to see for themselves, some idea of the variety of means taken to display the educational systems of the several states. These written descriptions give very imperfect ideas of the real exhibitions, as the method of exhibit was of quite as much importance as the articles shown. Amidst thousands of things to look at not many people would stop to look at an article unless it was shown in an attractive way. After visiting the various departments and reading descriptions of them, it is very difficult to arrive at any satisfactory conclusion in regard to their relative merits. *Indiana* stands specially high in two particulars: 1. No state makes a more complete showing of its state system in all its grades and departments than does *Indiana*. 2. No other state quite equals ours in attractiveness of display. Whatever may be the verdict in regard to the merits of work shown, it is universally conceded that for variety and taste of exhibit *Indiana* stands ahead.

STATE ASSOCIATION.

The programme for the State Association is almost complete, and will appear next month in the Journal in full. The chairman of the Executive Committee, J. A. Zeller, of Evansville, is using due diligence to make the programme what it should be, and to arrange all the affairs connected with the Association in such a way as that the meeting shall be both profitable and pleasant.

We have seen the programme so far as prepared, and believe it to be a good one. Let teachers begin now to make their arrangements to attend. The Association will be held in Indianapolis, beginning Dec. 26, (Tuesday) in the evening, and continue till Thursday evening.

The place of meeting will be Masonic Hall, which is new, roomy, and in easy reach of all the principal hotels. Reduced rates of boarding will be secured, and the usual reductions on the railroads are being arranged for.

We very much hope that superintendents, expecting to hold their county institutes about the Holidays, will arrange to hold them either the week before or the week after Christmas. The State Association will convene December 26, and every superintendent should attend this meeting, if possible, and encourage his teachers to do so. The State Association is a great power in the state, and persons interested in the continued prosperity of our schools cannot afford to neglect it or detract from it. Let this matter be carefully considered.

SCHOOL LEGISLATION.

There is a growing sentiment that teachers should make themselves felt as citizens; and that they can make themselves thus felt if they will but act together, is certain. The particular line in which they should now act is this: The Legislature which convenes the first of January next will doubtless be called upon, as it always is, to amend the school laws, and it is the duty of teachers to give to their senators and representatives the information they need on this subject. Our laws in this state doubtless can be improved in some particulars, but it is not wise to keep forever tinkering at them. The only vital part of the law that is likely to be interfered with is that pertaining to county superintendency. It is our firm conviction that no change ought to be made in this law at the present time. When it was first enacted (in 1873), it took superintendents some time to learn just what was to be done, and the best way of doing it. By the time they had begun fairly to work and to get their work systematized, the law was changed by the new legislature (1875), and with this change came a change of superintendents. About

half of them were replaced by persons strange to the work. By the time this set of officers had modified and readjusted their work to suit the new order of things, the Supreme Court decided the act of 1875 unconstitutional, which involved still another change. The law has done very much for the country schools in the way of systematizing and grading the work done in them, but, under the circumstances, it has not had a fair opportunity to show what it is capable of doing. Doubtless the law is defective in some of its points, but just which the weak points are has not, as yet, been fully demonstrated. Any change at present would be simply another experiment, and therefore unwise. Let the law stand as it is till it has been fairly tested, and then let it be amended, or abolished, if it does not prove to be what the schools need. Let this be our watchword, *no change for the present*, and let it be preached to every Senator and every Representative in the state. If teachers will but half do their duty in this regard, there need be no danger of our county superintendency law at the coming session of the Legislature.

A NEW SCHOOL JOURNAL.

A weekly school journal, similar to the New England Journal of Education is to be started soon in Chicago. The projector is S. R. Winchell, the present editor of the School Bulletin, published at Milwaukee. The object is to have this weekly take the place of as many of the western monthlies as can be secured. So far the list comprises the following states: Michigan, Illinois, Wisconsin, Iowa, Minnesota, and Nebraska. Another state or two may be added. This gives an extensive field, and ought to give such a paper a liberal support. The Journal certainly wishes it success. Indiana has been invited to join, but the Editor of the Journal, aside from any personal reasons, believes that the highest interests of education in this state can be best promoted by a paper owned in the state, published in the state, exclusively devoted to the interests of the state. We do not believe that the teachers of Indiana would consent to have their Journal, which has been fighting their battles for them for more than twenty years, immersed into another paper and removed from the state.

We believe that a monthly journal is best adapted to the wants of most teachers, and that the 18,000 teachers of Indiana prefer to fight under their own flag. The Journal has exercised a great influence in shaping and promoting the educational affairs of the state, and its work is not yet done.

We do not often appeal to our readers for help, and now only wish to say to them that in these close financial times, when all papers are running behind their usual circulation, a favorable word and a little work will be taken as a favor. In those counties where the superintendent or

some active friend to the Journal has represented its interests there is no falling off, and in some instances an increase. In several counties our list at present reaches more than 100. Reader, have you not a friend or two whom you could induce to subscribe for the Journal, and do you not feel that in extending its circulation you would be benefiting those who take and read it, and thus promoting the educational interests of the state? Several city superintendents have made up clubs among their teachers; could not others do the same?

PLANT A TREE.

Last spring we urged upon teachers the propriety of planting trees on and about school grounds. We now renew that request and emphasize it. With a moment's reflection all must see the fitness of such a course, and heartily commend its adoption. In a majority of cases school yards are entirely bare of trees, and, as a consequence, are entirely destitute of shade. Teachers, with a little trouble and no expense, have it within their power to dot these barren yards with thousands of trees, which, in a few years to come, will furnish delightful shade to the hundreds of boys and girls that may recline beneath their boughs, and beautify grounds now all unseemly. We appeal not only to teachers, but to the boys and girls of the state, and call upon them to engage in this much needed work. Let each one feel that when he plants a tree that will grow up and become a thing of beauty and a joy to thousands of people in time to come, he is doing a noble work. Every such person is a benefactor to his race.

The writer of this article nearly twenty years ago helped to thus ornament a barren school yard, and now as he returns from year to year to visit the old place his heart is made glad as he looks upon the now beautiful trees, and contemplates that they will continue to grow more and more stately and give pleasure to other people long after he has passed away.

Let every boy and girl plant a tree; or, if the yard is not sufficiently large to admit of this, then let them join in groups and plant trees in partnership. As most school houses are within easy reach of native forests, there will be no trouble in securing all the trees required. Most of the work can be done at the noon recess, and thus the time will not be missed. November is the month for planting trees. Fix a day at once.

How many of the teachers and boys and girls of the state will second the motion of the Journal for this grand Centennial Tree-planting?

(We suggest that teachers read the above to their schools and arrange at once for the work. Everything depends upon the energy of the teacher.)

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1876.

ARITHMETIC.—1. Which of the following problems are possible? Illustrate each:

1. A concrete number \div a concrete number.
2. A concrete number \div an abstract number.
3. An abstract number \div an abstract number.
4. An abstract number \div a concrete number.
2. In a factory there are three wheels which revolve 20, 60, and 75 times a minute, respectively. What is the least time in which all of them will make an exact number of revolutions?
3. A plank is $18\frac{1}{2}$ feet long, 1-6 feet thick and contains $11\frac{1}{2}$ cubic feet. What is its width?
4. Change the difference between 124 lb., 2 oz., and 13 lb., 13 oz., to the decimal of a ton.
5. Is 15 per cent. the same as 15 cents? Give reason for your opinion.
6. Define indorser, maker, and maturity as used in per centage.
7. If 10 barrels of apples will pay for 5 cords of wood, and 2 cords of wood will pay for 4 tons of hay, how many barrels of apples will it take to pay for 50 tons of hay?
8. When the principal, interest, and time are given, how do you find the rate? Illustrate.
9. How much clover seed will be required to sow a lot 75 feet by 120 feet, at the rate of 5-6 bushels to the acre?
10. A man in crossing a stream 500 yards wide was drifted down 200 yards. How far was he from the starting point?

GEOGRAPHY.—1. What is a canon? Locate the most celebrated canon in the world.

2. Name the five great monarchies in the northern hemisphere.
3. When are the days and nights equal in Indiana?
4. Of what use are glaciers, and where are they to be found?
5. What are periodical winds?
6. Where do find the ostrich, porcupine, walrus, elephant, and unicorn?

7. Where are tea, coffee, sugar, indigo, and buckwheat produced?
8. What is a water-shed? What prominent water-shed is in Indiana?
9. A line drawn from Boston to New Orleans would pass through what states?
10. The equator crosses what political divisions?

GRAMMAR.—1. Name the different forms of sentences. Define each.

2. Tell the difference between a complex sentence and a compound sentence. Write a complex and a compound sentence.

3. Analyze the following sentence, and parse the words italicized: *Having reached the bridge, we opened fire upon the enemy.*

4. Tell the different uses which the pronoun may have in the sentence. Illustrate each use.

5. Write the interrogative pronouns and use each in a sentence.

6. What class of nouns add *s* in forming the plural? What ones add *es*?

7. How many voices have verbs? Why?

8. Give the synopsis of some verb using the first person, singular number, active voice.

9. What is meant by *parsing*?

10. Correct the following and give reasons: The wind blew fierce and the waves dashed high. You may learn the ninth and tenth page.

HISTORY.—1. Give an account of the discoveries made by the first Dutch explorer in the United States.

2. What three colonies originally constituted the present state of Connecticut? What were the peculiarities of their respective constitutions?

3. When was the constitution of the United States adopted? When did it go into full operation?

4. Describe, briefly, the Mexican war and its results.

5. What event of great commercial importance to both continents took place in 1866? Give a brief description of it.

PHYSIOLOGY.—1. How does exercise affect the circulation?

2. What are the functions of the blood?

3. Why should clothing be worn loose?

4. Why is salt meat inferior to fresh meat as an article of food?

5. What are the consequences of excessive exercise?

THEORY AND PRACTICE.—1. State your reasons for refraining from boxing the ears, pulling the hair, or any like punishment of a child.

2. What are characteristics of good school government?

3. State, briefly, the results to be secured on the first day of school.

4. Why should orderly and systematic movements of pupils to and from recitation, recess, etc., be insisted upon?

5. State the characteristics of good school government.

DANIEL HOUGH is making a collection of books written by Indiana authors, or by others concerning Indiana. He already has 308, and he thinks that the number will reach 500. His object is to make a complete catalogue and, at some time, make copious notes and give a biographical sketch of the authors. If any reader of the Journal can lend Mr. Hough assistance in this good work, he should by all means do so.

CORRECTED LIST OF COUNTY SUPERINTENDENTS.

Adams county, W. H. Walters, Decatur.
 Allen county, Jeremiah Hillegass, Fort Wayne.
 Bartholomew county, J. M. Wallace, Columbus.
 Benton county, B. F. Heaton, Fowler.
 Blackford county, J. H. McEldowney, Hartford City.
 Boone county, D. H. Heckathorn, Jamestown.
 Brown county, J. M. McGee, Nashville.
 Carroll county, Thomas H. Britton, Burlington.
 Cass county, Harry G. Wilson, Logansport.
 Clark county, A. C. Goodwin, Charleston.
 Clay county, Allen R. Julian, Bowling Green.
 Clinton county, Harrison Kohler, Frankfort.
 Crawford county, W. C. Springstein, Fredonia.
 Daviess county, E. C. Trimble, Washington.
 Dearborn county, H. B. Hill, Aurora.
 Decatur county, Jas. L. Carr, Adams.
 DeKalb county, Jas. A. Barns, Waterloo.
 Delaware county, O. M. Todd, Muncie.
 Dubois county, E. R. Brundick, Huntingburg.
 Elkhart county, David Moury, Goshen.
 Fayette county, J. S. Gamble, Connersville.
 Floyd county, Isaac Miller, Greenville.
 Fountain county, W. S. Moffett, Covington.
 Franklin county, C. R. Cory, Brookville.
 Fulton county, Enoch Myers, Kewanna.
 Gibson county, W. T. Stilwell, Ft. Branch.
 Grant county, T. D. Tharp, Marion.
 Greene county, Sam'l W. Axtell, Bloomfield.
 Hamilton county, A. B. Howe, Westfield.
 Hancock county, W. P. Smith, Greenfield.
 Harrison county, Daniel F. Lemmon, Corydon.
 Hendricks county, J. A. C. Dobson, Brownsburg.
 Henry county, G. W. Hufford, New Castle.
 Howard county, Milton Garrigus, Kokomo.
 Huntington county, F. M. Huff, Warren.

Jackson county, A. J. McCune, Medora.
Jasper county, J. H. Snoddy, Remington.
Jay county, Simeon K. Bell, Portland.
Jefferson county, George O. Morris, Saluda.
Jennings county, John Carney, Vernon.
Johnson county, John H. Martin, Franklin.
Knox county, Elisha B. Milam, Vincennes.
Kosciusko county, W. L. Matthews, Warsaw.
Lagrange county, S. D. Crane, Lagrange.
Lake county, James McAfee, Crown Point.
Laporte county, W. A. Hosmer, Laporte.
Lawrence county, W. B. Chrisler, Bedford.
Madison county, Robert I. Hamilton, Anderson.
Marion county, Lea P. Harlan, Indianapolis.
Marshall county, W. E. Bailey, Plymouth.
Martin county, Wm. C. Hayes, Loogootee.
Miami county, W. Steele Ewing, Peru.
Monroe county, M. M. Campbell, Bloomington.
Montgomery county, John G. Overton, Crawfordsville.
Morgan county, R. V. Marshall, Martinsville.
Newton county, Benj. F. Neisz, Kentland.
Noble county, M. C. Skinner, Albion.
Ohio county, John H. Pate, Rising Sun.
Orange county, James L. Noblitt, Chambersburg.
Owen county, Wm. R. Williams, Patrickburg.
Parke county, Oliver Bulion, Bellmore.
Perry county, Theo. Courcier, Rono.
Pike county, T. C. Milburn, Winslow.
Porter county, J. McFetrich, Valparaiso.
Posey county, Jas. B. Campbell, Mt. Vernon.
Pulaski county, C. W. Wickersham, Winamac.
Putnam county, L. A. Stockwell, Cloverdale.
Randolph county, Daniel Lesley, Union City.
Ripley county, Samuel B. Daubenhayer, Titusville.
Rush county, A. E. Thomson, Rushville.
Scott county, Allen H. Whitset, Deputy, Jeff. co.
Shelby county, Squire L. Major, Shelbyville.
Spencer county, J. S. Stonecypher, Lake.
Starke county, Alex. H. Henderson, Knox.
St. Joseph county, F. A. Norton, Mishawaka.
Steuben county, Cyrus Cline, Angola.
Sullivan county, James A. Marlow, Sullivan.
Switzerland county, Charles J. Robenstein, Vevay.
Tippecanoe county, W. H. Caulkins, Lafayette.
Tipton county, B. M. Blount, Tipton.
Union county, L. M. Crist, Liberty.

Vanderburg county, F. P. Conn, Evansville.
 Vermillion county, Wm. L. Little, Newport.
 Vigo county, John Royse, Terre Haute.
 Wabash county, Macy Good, Wabash.
 Warren county, Alonzo Nebeker, Williamsport.
 Warrick county, C. W. Armstrong, Boonville.
 Washington county, James M. Caresa, Salem.
 Wayne county, J. C. Macpherson, Richmond.
 Wells county, S. S. Roth, Bluffton.
 White county, Wm. Irelan, Burnett's Creek.
 Whitley county, Alex. J. Douglass, Columbia City.

INSTITUTES will be held as follows:

Nov. 6. DeKalb co., Auburn, James A. Barns, sup't.
 " 13. Steuben co., Angola, Cyrus Cline, sup't.
 " 20. Fulton co., Rochester, E. Myers, sup't.
 Dec. 18. Tippecanoe, Lafayette, W. H. Caulkins, sup't.

The following counties will hold their institutes during the holidays:
 Miami, St. Joseph, Fountain, Grant, Randolph, Knox, and Allen.

LAWRENCEBURGH.—The schools of Lawrenceburgh are doing well this year under the supervision of J. R. Trisler, with an increase of teachers and of pupils over last year.

AURORA.—The Aurora schools, under their new superintendent, F. H. Tufts, are reported in a flourishing condition.

LIGONIER is erecting one of the finest school buildings in Northern Indiana. It will not be ready for occupancy this school year.

FIFTY-FOUR out of the eighty-four teachers in the Fort Wayne schools were educated in the Fort Wayne high school. This is a good record.

STATE UNIVERSITY.—This is one of the few educational institutions which bids defiance to the times and keeps on the even tenor of its way. The number of students is larger than at this time last year. The new admissions to the *College* classes are 53.

NOTEWORTHY.—It is worthy of note that Ft. Wayne, the third largest city in the state, overwhelmingly democratic, with its school board all democrats and a democratic superintendent, is the first one of the larger cities to admit the colored children into its white schools. It maintains no separate schools for its colored population.

C. S. LUDLAM, of Frankfort, supports a very creditable educational column in the Frankfort Weekly Crescent. The schools of this town are prospering under the care of R. G. Boone.

THE annual meeting of Western School Superintendents will be held in Fort Wayne, Indiana, November 16 and 17, 1876. Headquarters at the Robinson House. The meeting should be a large one.

ELKHART COUNTY AHEAD.—The Elkhart county institute has sent us the largest list of subscribers for the Journal we have received this season. The number reached is 76. This, added to those already on the book, indicates well for the schools of Elkhart.

Later.—Since writing the above we have heard from Lagrange county institute, and are compelled to modify a part of what we have said. Lagrange sends a list of 82, and had sent 12 names only a short time before the convening of the institute. Good, better, BEST.

THE MIRROR is the name of a little paper published at the Valparaiso Normal School. It is of special interest to the students and friends of the school.

GREENSBURG is to have a new school house 50x80 feet, which is to serve for the high school and a large hall.

A SHORT visit to Asbury University found the faculty hard at work and the college in a prosperous condition. The number in attendance this year, owing to hard times, is not quite so large as it was last year, and yet it is the largest of any in the state. President Martin conducted a class in mental philosophy, and we were highly entertained by a class Professor Ridpath was hearing in English literature.

INDIANAPOLIS.—Geo. P. Brown, superintendent of public schools, in his report for the month of October, shows the number of pupils registered during the month, as follows: Day schools—boys, 4,678; girls, 4,999; total, 9,677. Night schools—boys, 475; girls, 139; total, 614. Teachers' pay-roll for the month, \$10,540.51.

A LYCEUM of Natural History has been organized in Indianapolis, with Prof. E. T. Cox, the State Geologist, as president, D. S. Jordan, of the N. W. C. University as vice president, Dr. W. W. Butterfield, corresponding secretary, Prof. H. E. Copeland, of the Indianapolis high school as secretary, Prof. John Myers, of the N. W. C. University, as treasurer, and Dr. G. M. Levette, assistant state geologist, as librarian. The object of the society is to make extensive collections that in time will be a credit to the state.

CAREFUL people can make a note of the fact that after next year inauguration day will not fall on Sunday until the year 1917, a period of forty years; after that it will occur regularly every twenty-eight years until the year 2085, when a period of forty years will again intervene.

The Fayette county normal, at Connersville, under the charge of J. S. Gamble, assisted by J. L. Rippetoe, C. A. Murray, J. V. Stewart, and others, enrolled 75, every teacher in the county (except seven or eight), and some from adjoining counties attended. They voted to have a normal of similar character every year.

PERSONAL.

Prof. D. S. JORDAN, of the N. W. C. University, has been employed by Dr. Newberry, the State Geologist of Ohio, to write for the survey of Ohio now being made, an account of the fishes of that state. A fitting compliment to a worthy man.

W. F. YOCUM, late of Wisconsin, is the new president of Bourbon College. He is an affable gentleman, and the Journal bids him a hearty welcome to the state.

Miss FANNY C. KIMBER, for two years past principal of the Logansport training school, is now teacher of Methods, Rhetoric, and English grammar at the State Normal School at Winona, Minn. Salary, \$1,000. Logansport blundered when it gave up Miss Kimber and its *late* training school.

I. W. LEGG, has entered upon his third year at Marion. His schools are reported in good condition.

B. A. OGDEN, a graduate of the State Normal School, is at work in Paoli with Wm. B. Pinkham.

A. H. HENDERSON, superintendent of Starke county, has been elected county auditor of the same county. His successor has not yet been named.

THOS. CHARLES, of Chicago, who has been so long the Indiana agent for Scribner, Armstrong & Co., has severed his connection with that firm and is now connected with Hadley Bros. & Kane, in the school supply business.

J. C. GREGG, former superintendent of the Tipton schools, has assumed the duties of the editorial chair of the Tipton Republican. The first number for which he is responsible looks well.

DR. E. W. H. ELLIS, of Goshen, who was for many years a member of the State Normal School Board, and for several years one of the Board managing the State University, died October 10. He was one of the most active educational men in the state, and his loss will be deeply felt.

E. B. MILAM has been elected superintendent of Knox county *vice* W. P. Roberts. Mr. Milam was the old superintendent, and was a good one.

ALLEN MOORE remains this year at Washington (Green's Fork), Wayne county.

P. B. LEE is principal of the Roanoke Classical Seminary.

SMITH J. HUNT continues as the efficient principal of the Columbia City high school.

H. B. BROWN, principal of the Northern Indiana Normal School, has recovered from his recent severe illness and is again doing full work.

E. B. MYERS takes the Lima schools.

A. J. DOUGLASS, superintendent of the Columbia City schools and superintendent of Whitley county, is also pastor of two or three churches. Since he left the legislature he has not devoted much of his time to politics, and at present has given up most of his law practice. He would hardly be happy with the duties of only one or two men on his hands.

WM. E. LUCAS, of Connersville, who did some very respectable institute work last vacation, is now in Cornell University in his senior year.

J. C. SWETT takes the Wawaka schools.

JESSE H. BROWN, superintendent of drawing in the Indianapolis schools, has published a circular giving a statement of work and specific directions to teachers.

M. M. CAMPBELL, superintendent of Monroe county, in his circular, No. 8, makes some valuable suggestions to his teachers.

WM. F. PHELPS, now president of the State Normal at White Water Wis., has issued in pamphlet form his inaugural address made at the late National Association.

O. W. MILLER superintends the schools at Warsaw.

W. B. DIMON, Jr., late of Ohio, has taken the principalship of a select school at Lawrenceburg.

F. A. REUBELT is superintending the Noblesville schools at \$3 per day. *Cheap.* Noblesville is not doing itself credit in the way of sustaining its schools.

B. F. OWENS, who has left the profession of teaching and gone into the ministry, has taken charge of a church at Crothersville.

D. D. LUKE, late of Goshen, has taken the Butler schools.

S. E. MILLER has been superintendent of the Michigan City schools for 10, these many years, and is still at it.

MICHAEL SILER, a graduate of the State Normal, has charge of the Auburn schools.

GEO. P. GLENN is the name of the new superintendent at Kendallville.

J. BURRIER has entered upon his second year at Ligonier.

Miss E. CHANDLER is the efficient principal of the Goshen high school.

M. C. SKINNER, superintendent of Noble county, will take charge of Albion school, which will commence about Jan. 1, in a fine new school building.

D. MOURY, accompanied by his wife and about 15 of his normal students, visited the Centennial. In addition to superintending the Elkhart county schools he will teach a three or four months' term at New Paris.

F. B. MOE, a graduate of Delaware College, has charge of the South Whitley schools.

E. L. HALLECK still continues at Mishawaka.

A. LAMPORT is the principal at Bristol.

L. R. WILLIAMS continues to superintend the schools at Angola.

J. LONG is principal of the Angola high school.

FRANK VANAUKEN is in charge at Waterloo.

S. S. ROTH is the new superintendent at Bluffton, and is, also, superintendent elect of Wells county.

J. P. SHARKY is head at New Haven.

L. M. DILLMAN is principal at Monroeville.

W. H. BANTA suits the people so well at Valparaiso that they still hold on to him.

E. T. COSPER, former superintendent of Lagrange county, takes the schools at Wolcottsville.

JAS. BALDWIN has become a fixture at Huntington. The best of reports go out in regard to his schools.

T. J. BYERS has control of the Mooresville schools.

O. S. LUDLAM is principal of the Frankfort high school.

INSTITUTES.

NOBLE COUNTY.—The Teachers' Institute convened in the public school building, at the village of Wawaka, October 23, 1876, and continued in session five days. The attendance was larger than that of any former year, 161 teachers being enrolled, exclusive of visitors. Prof. W. H. Fertich, of Muncie, Prof. W. A. Bell, Editor of the School Journal, Prof. Cyrus Smith, of Jackson, Michigan, Prof. Jas. Burrier, principal of high school at Ligonier, E. M. Chaplin, of Warsaw, Profs. Johnson and Leslie and Judge Nelson Prentiss, of Albion, were present and gave instruction. Lectures were delivered by Judge Prentiss and Profs. Bell and Fertich. Monday evening was devoted to a "Teachers' Social," at which a general good time was had. All agree that the institute of 1876 was better entertained, more pleasant and beneficial, than any which has been held in this county for several years. J. C. SWETT, Sec'y.

STARK COUNTY.—The twelfth session of the Teachers' Institute convened at Knox, Oct. 16, 1876. The superintendent, A. H. Henderson, presided. W. P. Chadwick was secretary. The number of teachers was not so large as in some of the older counties, but was large for this. A greater interest was manifested and evidently more good accomplished than at any previous session. The principal instructors were J. B. Hoag, M. D., physiology; G. A. Witherton, history; J. A. Williams, gram-

mar; and J. Tonatt, geography. Lectures were delivered in the evening by Dr. Hoag, Jude H. A. Gillett, and others. After the lecture on each evening, a lively discussion on some educational subject was participated in.

J. B. H.

ORANGE COUNTY.—The twelfth annual Teachers' Institute of Orange county was held at Paoli, beginning October 2, 1876. Although the attendance, on account of intense political excitement, was not quite up to standard, the interest manifested was undoubtedly higher than it has ever been here at former institutes. No time was wasted in the discussion of frivolous subjects, but each teacher seemed determined to be benefited by the various exercises.

Gradation, which is to be attempted in our county during the coming winter, was taken up and thoroughly discussed under the leadership of Professor Wm. P. Pinkham, principal of the Southern Indiana Normal School. This excited much interest among the teachers, who seem to be bent on making gradation a success, if possible.

We were favored with a visit by W. A. Bell and State superintendent James H. Smart, who delivered several very interesting and instructive lectures, for which they have the thanks of the entire community.

It was quite gratifying to see that our teachers are not satisfied with their present attainments, but seem determined to excel in their profession.

JAMES L. NOBLITT, Sup't.

WARREN COUNTY.—The Warren County Institute began Sept. 18, at Williamsport. Teachers were at fault in not coming in promptly the first day. Total enrollment, 105; average attendance, 75; interest good. Profs. Hodgins, Fertich, and Bell were the principal instructors, and each gave an evening lecture. Sup't. Smart was present one half day, and gave an evening lecture. Both teachers and people were greatly pleased. A. Nebeker, the county superintendent, is doing a good work in the county.

WAYNE COUNTY.—The second session of the county normal was held at Centreville, commencing on the 17th of July. T. C. Smith, president of U. C. College, was present on the first day, and gave instruction during three weeks, when he was succeeded by Prof. W. C. Barnhart. Prof. Cooper came at the opening of the third week. These two instructors were present during the county institute, which followed the fourth week of the normal. Sup't. Macpherson gave attention to various subjects connected with the management of schools in this county. The evening Lyceum was reorganized. State Sup't. Smart addressed the Lyceum one evening, and did some acceptable work next day.

The regular county institute met on Monday of the fifth week. A general programme was arranged, and the instruction carried on by "home talent," whenever visitors were not "worked in." There were present from abroad, Pres. W. A. Jones, Hiram Hadley, Daniel Hough, Sup't. Gamble, of Fayette county, and Wm. Russell, of Salem, Indiana.

On Monday evening, Profs. Hiram Hadley, White, of Dublin, and Barnhart addressed the institute. Superintendents Gamble and Crist, of Union county, lectured on Tuesday evening. Hiram Hadley, former examiner of this county, entertained the institute, on Wednesday evening, with an account of educational matters in Wayne from twenty-five to ten years ago. Daniel Hough spoke of Indiana schools at the Centennial. Pres. Jones occupied Thursday evening, and did excellent work next morning. Social on Friday evening. Examination on Saturday. The customary long list of subscribers to the JOURNAL was made up. A larger per cent. of the teachers actually employed for the next term was present than at any former session. In his closing remarks Mr. Macpherson said: That considering the success of last year and the greater success of this year, he felt justified in announcing that next summer would find him attempting to conduct a third session of the normal.

HENRY. COUNTY.—The Henry County Institute convened at Spiceland, Monday, October 2, and continued in session five days. Instruction was given during the week by Prof. Davis, Sylvanus Wright, Mrs. Hannah Davis, county superintendent Hufford, and others. J. C. Macpherson, superintendent of Wayne county, was present one day, and, in two interesting talks, gave some practical suggestions on school management. Prof. John C. Ridge, of Cincinnati, was present during the entire session, and gave a series of practical lessons in primary reading. His manner of presenting the subject was very acceptable to the teachers, furnishing them something which they can use in the school room. Profs. Hough and Olcott were also present on Friday afternoon. Prof. Ridge gave an evening entertainment with which the audience were much pleased. The institute was a grand success, ninety-eight teachers being in attendance.

TEACHER.

PROF. BELL:—I submit the following regarding our Institute: It is difficult to crowd the interesting exercises of a week's work into so small a space as you desire to allow in your Journal for such reports. I shall, in a paragraph, dispose of our home workers by stating that Messrs. O. C. Charlton, Geo. E. Foskett, W. B. Goodwin, and Miss Bell Tombs performed their work promptly and well. On Monday, the 28th of August, Prof. Jas. H. Smart met the teachers of Clark county for the first time, and presented, in an admirable manner, two very interesting, instructive and profitable addresses. He spoke of the great strides made within a few years by our noble state. A few years ago a person from Indiana, when abroad, felt that it was a humiliation to be known as a Hoosier. That feeling, however, no longer prevails, for the energy and intelligence of our people are making themselves felt. The teachers enjoyed this visit very much. On Tuesday morning Prof. Geo. A. Chase, principal of the Louisville female high school addressed the institute on the "Teacher at Recitation," contending that the teacher should not intrench himself behind the text-book, and hunt up both question and answer;

but that he should be full of his subject, should be intelligent, and not destitute of originality. W. G. Fox gave an interesting exercise on map drawing. J. M. Olcott presented to the teachers an entertaining lecture on "School Management." This speech called forth Professor Chenault, principal of the Louisville male high school, a man of profound thought and intense earnestness, who, in a short speech brimful of humanity and good sense, reminded us of the necessity of good judgment, great caution, and deep human sympathy in dealing with the minds, the souls, committed to our charge. The touching words of Prof. Chenault had the cordial indorsement of Prof. Chase in a beautiful and instructive lesson from his experience. At night, Prof. Chase delivered a most excellent lecture to the parents.

On the third day, Prof. W. A. Bell greatly pleased the teachers by telling "How to keep pupils busy." Many of our teachers found in this something to *take away* with them. On the fourth day Prof. Bell was given much work to do. His Centennial address was well received. On the same day Prof. E. E. White, president of Purdue University, presented one of the most forcible lectures ever heard in our county, on the relation of oral instruction to the text-book. He thinks that books should be prepared and instruction carefully given by the teacher on the principle that a child should not be told what it may be led to find out for itself. His lecture in the forenoon was also most heartily received. At night Prof. White's theme was "The Question of the Hour." There are few speeches that one will hear during a life-time that can give such real satisfaction as this masterly speech afforded. His language is choice, his sentences singularly clear and terse, and his thoughts clean and sharp, pronounced with a clear, firm voice, present themselves so pleasantly and forcibly to the hearer that he follows the speaker to the close with increased delight. On Friday, Major Wm. J. Davis, Editor of Home and School, gave an interesting and quite profitable lecture on "First Lessons in Reading," and at night read, in his exquisite way, a scholarly and entertaining lecture on "Sleeping and Dreaming."

Very truly yours,

A. C. GOODWIN.

LAGRANGE COUNTY INSTITUTE closed on the 20th of October, having had the large enrollment of 154 teachers and 50 visitors. Much interest was manifest in all the exercises, and the general opinion was, "It is good for us to be here." Mr. Crane, the county superintendent, did all in his power to make the session an interesting and profitable one to the teachers of this county. The most of the work was done by instructors from a distance. These were W. A. Bell, of the Journal, Mrs. K. B. Ford, of the Michigan Teacher, Hon. Jas. H. Smart and W. H. Fertich. Evening lectures were given by the gentlemen named above, and an elocutionary entertainment by Mr. Fertich. The entertainment was well received, as indeed was all of Mr. Fertich's work. "The Agents," Cyrus Smith and J. M. Olcott put in an appearance and gave some good talk in the line of instruction. The resolutions common to institutes

were passed, but among them there was one which ought to be agitated throughout the state until its theory and spirit shall become universal. It called for the hiring of the teachers *by the year* instead of by the month, and the teachers pledged themselves to work to that end.

The institute was held at the close of the county normal, which was well attended. It was a ten weeks' session, and was conducted by county superintendent Crane, assisted by Messrs. Cosper, Roop, and Mohler. There was an enrollment of 75, and those who attended the whole session went forth well prepared for their work. D.

BOOK-TABLE.

THE sixteenth and last volume of the American Cyclopedia has been published, as well as the Annual for 1875. It is the most extensive work of the kind published in the country. Covering, as it does, all classes of subjects, it is a very necessary part not only of every teacher's library, but of every library. It is edited by Geo. Ripley & Charles A. Dana, and is published by D. Appleton & Co. R. Hathaway, Addison, Mich., is the general agent.

COMMON SCHOOL LITERATURE, by J. W. Westlake, A. M. Philadelphia: Sower, Potts & Co. Price, \$1.

We agree with the author that "this is a *thin* text-book," and that "thin text-books is one of the demands of the day," but we do not believe in making them thin by making them mere skeletons. The little book contains about 150 pages, and "gives sketches of 84 representative authors from Chancer to Longfellow, with choice extracts from their works." Had 70 of these authors been omitted and the space given to the remainder, the book would have been much more valuable as a common school book. The "choice extracts" consist of thirteen lines from Byron, two from Keats, eleven from Cowper, fifteen from Pope, fourteen from Milton, six from Bacon, etc., and these the author calls "the essentials of Literature." This is "*too thin*."

HISTORY OF INDIANA, by H. M. SKINNER, A. M., of Valparaiso, Ind. Valparaiso: Normal Publishing House.

The above is a neatly arranged little pamphlet of something less than 50 pages. The most of the space is devoted to the history of the North West Territory, which includes other states with Indiana. Only three pages are given to its history as a *state*. The book is written in a concise, sentential style, and contains a great number of interesting facts. We hope that Mr. Skinner will extend his work and make fuller some of

the more important points already treated, and give more of the state history. To make it most valuable it should contain the local history of some of the most important places and persons, and should give also some space to its surface and principal productions. It is now valuable to teachers—it would then be valuable as a text-book.

A BIOGRAPHICAL SKETCH OF FREDRICH FRÖBEL, by Matilda H. Kriege, with portrait. New York: E. Steiger.

Fröbel is known in this country as the author of the Kindergarten system, but further than this but little is known of his interior life, and of the development of his ideas. Miss Kriege has given, in less than 30 pages, just what hundreds of interested persons will be glad to learn of these matters. If you desire this or any other book on Kindertartens, send to E. Steiger and you will get it.

THE articles in the *National Sunday School Teacher* for November which relate to the lessons, are "Paul," by Rev. Chas. F. Deems, D. D., and "Clean or Unclean," by Prof. J. T. Hyde, of the Chicago Theological Seminary. The lessons are full as usual, saving the teacher days of labor, by boiling down and putting into useable shape the information given in commentaries, Bible dictionaries, and encyclopedias, the most of which are out of reach of the average teacher. Its "Biblical Lesson Outline," in which is given the passages of Scripture which throw light upon the lesson, are alone well worth the subscription price. Chicago: Adams, Blackmer & Lyon, Pub. Co.

LOCAL.

LESLIES ILLUSTRATED DESCRIPTION OF THE CENTENNIAL EXPOSITION.—As the name suggests,—illustrates and describes the Exposition as accurately as the highest art can do. It is a good substitute for the millions who are unable to attend, and a magnificent memorial to those who have been. Executed by Leslie's unequalled artist. Agents can make liberal salaries. An active canvasser can make at least \$10 a day. Agents wanted in every county, to whom exclusive territory will be assigned. Address W. Hubbard, Leslie Agency. Office No. 3, Journal Building, Indianapolis, Ind. 10-2t

EVERY ONE should read the advertisement of the Northern Indiana Normal School found in this number of the Journal. The "hard times," "Centennial," etc., have no effect on a school where so much hard work is done, and such good results secured. Students *will attend*.

INDIANA SCHOOL JOURNAL

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THE REFLEX INFLUENCE OF TEACHING.

W

W. F. YOCUM.

IS TEACHING an ennobling or a belittling occupation? By its practice will the teacher become strong and great and wise, or weak and small and foolish? Does the teacher's profession foster the ready increase of learning in its professors, or does it hinder their acquisitions? To a few remarks on both sides of these questions, written in the hurried intervals of pressing duties, I beg your indulgence.

First, of the *injurious effects* of teaching on the teacher. These may be either physical or mental.

1. In the first place, the teacher *works in the shade*. The *Sun* is the great source of life and healthy growth. To its beams all vegetable life owes its existence, and animal life depends, in no small degree, upon it. Every one knows how buoyant and elated his spirits become when, after a season of cloudy weather, the sun breaks forth in his splendor and bathes the world in his energizing beams. Despondency and apprehension fly like the shadows of night. People have been cured of serious maladies by being exposed to the rays of the sun, and those whose occupations doom them to toil in the shade are found to lose their physical and mental energy.

and strengthen the mental faculties; after that, the mind for a little while is stationary, and then begins to lose its strength.

It may be said that this tendency is counteracted by the teacher's advancing to a higher grade, and so being called on for new attainments. But, practically, the teacher does not often change his grade. The primary teacher continues to be a primary, because she is better qualified for that department. The principle of *division of labor* operates here as in all other industrial undertaking. The good of the school requires that a successful primary or intermediate teacher be retained in the same position and the teacher cheerfully submits rather than assume new tasks and increased responsibilities.

I think it may fairly be said that the mere fact of the teacher being constantly occupied in mental labor does not argue a constant increase of mental strength, since after a few years no new faculties are called into exercise, and no new tasks set for the old ones.

But it is said that if the six hours' labor of the teacher be *not* of a character to develop his intellectual power, his *hours of leisure* certainly afford him the opportunity for making no mean attainments in science and literature. Only called to his duties when the day has well advanced and released at four o'clock, there seems to be ample time each day to make some substantial acquisition and to gain some appreciable increment of mental strength. If Burritt, while toiling at the bellows, could lay the foundations on which to build his knowledge of *forty* languages; if Gifford, working his mathematical problems, with awl, on pieces of leather hammered smooth in his master's shop, could gain the knowledge which soon made him one of the most successful men of letters, cannot the teacher, in his ample leisure, store his mind for great achievements?

So we have our learned blacksmith, and our learned tailor, and our learned shoemaker; have we also our learned schoolmaster? We should certainly expect it. I will not say that that expectation is notoriously disappointed, but certainly it is not conspicuously realized. We need not look long for the reason why those who have chosen for their life business to deal in wisdom's costly merchandise, often find that the grocer or the hardware man has laid in a choicer stock of those desirable wares than they have themselves. The blacksmith who has had his desire for knowledge awa-

kened, goes home from his work *hungry* for a *book*, and is ready to settle down to its perusal with all the energies of his unwearied mind. He calls into play an entirely different set of faculties from those employed in his daily labor. Reading has to him all the charm of an occasional recreation. What he reads he remembers and ponders over, and mentally digests in his leisure hours during the day.

The teacher finds the case utterly different. He takes up his book and finds that he is calling into action the same faculties that have been on the strain all day. They are now jaded and tired. They become sulky and contumacious, and cry out against the injustice of being made to work over hours. If the teacher could go to the river and dip the bending oar, or turn up the garden soil with the spade, or even wield the blacksmith's hammer, he would find rest to his soul. Muscular exercise is what he wants, and what nature demands for him.

It is said, however, that a change of labor is rest; that our leisure hours may be occupied in some mental pursuits sufficiently different from those of the day to afford pleasurable recreation. If during most of the day we have been attending to mathematics, let us in the evening study some language. If during the day we have been exercising the perceptive faculties, let us in the evening use the reflective powers, etc., etc. Thus we shall find ourselves rested and stimulated by changing from one kind of exertion to another.

Within certain limits this is, of course, true. The same is true of the muscles. If a man gets tired of *sawing* wood, he may obtain some relief by *splitting* for a time. The difference in the labor produces a state of feeling quite like rest. But such rest will not begin to compare with the enjoyment of sitting in an easy chair and reading an interesting article in a magazine. The change from sawing to splitting and from splitting to sawing, if judiciously alternated, may enable the laborer to get through the day with far less fatigue than if he were confined to one task. Still they are both substantially the same kind of work; they are both *physical* labor, and the man will be physically tired. So we may alternate our studies as judiciously as we may—we shall gain *some* advantage, but still we are doing the same kind of work, and we shall be mentally exhausted.

If, however, the teacher puts spurs to his jaded powers and makes some advance in knowledge during one evening, he is apt to lose it all the next day. With his attention constantly occupied with the school exercises, he gives the reading of the night scarcely a thought. Hence, that reading does not assimilate or become a part of his mental stores, and, in fact, very soon escapes altogether from his memory. Like water thrown upon a hard trodden path, it evaporates before it has penetrated deep enough to give nourishment to the roots of thought.

All this is said on the supposition that six hours' labor is all that the business of teaching strictly calls for. All teachers, however, know that they spend much more time than this at their school tasks. They are required to be at the school room half an hour before school begins, and to wait till the last tardy straggler has left it at night. They frequently have cases of discipline to attend to or special instruction to give to dull or indolent scholars out of school hours. They have frequently great budgets of written exercises to correct, or examination papers to look over, and elaborate and laborious reports to make out, in order to comply with the regulations of the Board of Education. Besides, every conscientious teacher looks over his lessons before going to his classes, and devises plans for presenting the topics of the day's lessons. How much time is taken up by these outside duties differs with the teacher and the school, but all teachers know that it is considerable.

When it is considered that school teachers have no more leisure than men of other occupations, we shall cease to wonder that they do not become prodigies of learning—and when the fact is considered that during their leisure hours their minds are less fit to labor than those of other men, we shall begin to wonder how some of them reach the eminence they do attain. They have no more time for mental work and are less fit to perform it.

So the teacher stands at the portal of Wisdom's Temple, ever opening the gate for others to enter, but never entering himself; tantalized to see the waters for which he thirsts sparkle so near him, and yet so far beyond his reach.

A distressed school teacher expressed this sentiment in verse so wretchedly common-place that nobody but a tired schoolmaster could have written them:

Were I at once empowered to show
 My utmost vengeance on my foe;
 To punish with extremest rigor,
 I should inflict no penance bigger
 Than using him as learning's tool,
 To make him usher in a school.
 For, not to dwell upon the toil
 Of working on a barren soil,
 And laboring with incessant pains
 To cultivate a blockhead's brains,
 The duties there but ill befit
 The love of letters, arts, or wit.

For one it hurts me to the soul,
 To brook confinement or control;
 Still to be pinioned down to teach
 The Syntax and the parts of speech;
 Or, perhaps, what is drudgery worse,
 The links and points and rules of verse;
 To deal out author by retail,
 Like penny pots of Oxford Ale.
 Oh! 'tis a service irksome more
 Than tugging at a slavish oar!
 Yet such his task, a dismal truth,
 Who watches o'er the bent of youth,
 And while a paltry stipend earning,
 He sows the richest seeds of learning,
 And tills their minds with proper care,
 And sees them then due produce bear;
 No joys, alas! his toil beguile,
 His own is fallow all the while.

"Yet still he's on the road, you say,
 Of learning." Why, perhaps he may;
 But turns like horses in a mill,
 Nor getting on, nor standing still!
 For little way his learning reaches
 Who reads no more than what he teaches.

The tendencies to which I have thus far alluded are rather negative than positive in their character. They hinder the teacher from becoming great, but they do not necessarily make him little. They prevent him from becoming intellectually stronger, but they do not make him weaker. But I now mention another element in our profession which has a direct influence to belittle and dwarf the mental faculties. I mean the *intellectual converse* which

the teacher is constantly holding with *inferior minds*. By being constantly with children the teacher's mind becomes more like a child's mind. Crude and immature and childish modes of thinking come to take the place of exact, mature, and manly habits. This is true in accordance with the great laws of co-attraction and assimilation. Every particle in the world of matter attracts every other particle,—every soul in the world of mind draws toward itself every other soul. The Sun attracts the Earth, but the Earth also attracts the Sun, and both revolve around a common center. The remotest orb that twinkles in the sky of night feels the influence of our tiny globe and nods its recognition. In answer to the law of mutual co-attraction the whole universe of stars is drifting through space with orbits and velocities as changeful as the waves of the sea.

The same is true of minds. Minds associated assimilate. The little universe of letters of which Dr. Johnson was the sun and center, was bound together by mutual co-attraction. It is said that a common mode of expression characterized all the members of that brilliant *coterie*. Johnson himself would not have been the same if Sheridan and Reynolds and Garrick had not been his companions.

It has often been remarked that husband and wife resemble each other more as years pass by. Every one has noticed how insensibly and how inevitably he will take up the phrases and modes of expression of those with whom he is much associated. Minds associated assimilate.

So the teacher, by being so much with children, insensibly acquires their style of thought and expression. This would be the case even if the teacher were merely a *passive subject* of such influences; but he is not so. He is constantly, by voluntary exertion, aiding this process of mental assimilation. In order to be a successful teacher you must bring your thoughts down to the level of the child's thoughts, and sympathize with him in his little joys and sorrows. You must "put yourself in his place," and think the child's thoughts and feel the child's perplexities. The more thoroughly you identify yourself, for the time being, with the child, the more successful will you be as a teacher. Every shade of perplexity, every gleam of intelligent apprehension which flits over the face of your pupil, must be interpreted by you from within, because your mind is going through the

same processes that he is following. So the whole volume of your emotions and intellectual efforts must be reduced and confined within the narrow compass of childhood. Now that which was at first a matter of necessity becomes a fixed habit, and then a second nature, and finally all the nature you have. You may wish to walk through the fields of thought with the steps of a man and keep pace with the master of thought, but how can you do so when you are constantly compelled to keep step with children and accommodate your pace to theirs? You may have wings to soar, but if you are constantly compelled to creep you will soon lose the power of flight.

The great god Jupiter, when he wished to woo the wood nymph, must needs take on the form of a Satyr. So the teacher must lay aside the royal robe with which God clothes the *mature* mind of man and take on the form and nature of childhood.

Another belittling effect of teaching flows from the meagreness of the salaries we receive. A little salary belittles the man who receives it. A man on a small salary does not have the *self-respect* of a man on large pay. A man on a small salary *can't afford* to respect himself. Like other luxuries, this must be dispensed with. The great outside world doesn't respect him either. If he had ability, they say, he would go at something else which would pay better. They don't respect a teacher, and now a man must be quite a philosopher to respect himself when nobody else respects him. Teachers are not well paid. There are tailors in every city who get more wages for clothing the body in becoming garments than we teachers get for clothing the soul in the robes of wisdom. The president of Harvard University receives less salary than the head cook of a certain Boston hotel. The latter ministers to the appetites which ally us to the brutes; the former to those which make us kindred with God.

Besides destroying our self-respect, low salaries operate to our disadvantage in another way. We cannot obtain the books and periodicals which we want; we cannot attend the different places of interest and instruction and mental improvement that we might attend if we were better paid. I presume many teachers are prevented from attending institutes by want of means.

All the tendencies thus far enumerated operate against the body or the intellectual powers of the teacher. Of his *moral*

faculties I have said nothing. Temptations enough to moral obliquity lie in every path of life. I do not know that the teacher is more exposed than other men. I do know that he is not without solicitations peculiar to his profession. Of one only will I speak; that is the temptation to slight his work. If the shoemaker makes a pair of boots his customer will soon know whether the work is well done or not, and the shoemaker will soon have a reputation which correctly represents the excellence of his work.

A tailor soon establishes a reputation for giving a good fit or the contrary. So, in general, the work of *other* laborers can be tested by actual trial, and so skill and faithfulness receive the reward they merit.

With the teacher the case is different. His work is not brought to a comparison with any reliable standard. If his pupils do not make healthy proficiency in their studies, who knows it? If any particular pupil does not do well in his studies, it is laid either to the charge of carelessness on his own part, or to want of natural ability. In this double corner the teacher may move to and fro without any immediate danger of being penned up. There are also two other moves possible for him. He may say to the fond parent that his children are doing finely. They are remarkably apt. Mary Jane displays great proficiency in grammar and Peter in arithmetic. With this the parent, ever ready to believe what he wishes to be true, is satisfied. Or the teacher may state that John is not very fond of books, but he will make a stir when he gets at practical work.

In all these instances these answers may conceal gross and shameful and wicked carelessness or incompetency on the part of the teacher. Gems which were fit to glitter in the diadem of Genius have been ruined in the cutting. Jewels which might have shown where Intellect holds the court, have been transmuted by the inverted alchemy of incompetence into worthless dross.

The good teacher would like to have his work tested, but there is no reliable standard to which he can appeal, and the products of his skill are not compared with those of his competitors. He may slight his work with a very small risk of detection. He may be faithful and skillful with a very small chance of receiving any other reward than the approval of his own conscience.

There is no need to continue the enumeration of the injurious

tendencies of the art of teaching. Teaching leaves its mark on a man. It brands him pedagogue all over. Accustomed to exercise authority, he becomes dictatorial and impatient of opposition. Accustomed to notice and correct the faults of his pupils, he becomes cynical and hypercritical. Absorbed in the business of his little school, he takes no notice of current events and soon becomes a dull and uninteresting companion. So you may know at a glance or, at most, in a few moments, that such a one is a schoolmaster.

Such are some of the injurious tendencies inseparable from the practice of teaching. That I have represented the subject correctly, I think most of those who have had as much experience as I have, will allow.

(The other side next month.)

BOOK-KEEPING AND BUSINESS PRACTICE.—II.

W CHAS. PETERSON.

THE title, Double Entry, has been, by ignorant persons, misconstrued to mean an extra amount of writing, thereby incurring double labor, with no clearer result than that obtained from Single Entry. The fundamental and scientific principle of Double Entry Book-keeping is based upon an equality of debits and credits. From this we are enabled, at various periods, to obtain satisfactory evidence of the correctness of the work. The principal books used, which are therefore styled *the set*, are Day Book, Journal, Cash Book and Ledger. There are several auxiliary books, used to simplify and explain the transactions as they occur in the *set*, of which I will treat at the proper time. There is no dispute among authors as to the propriety of using the day book, but among practical book-keepers there is a difference of opinion as to whether it should hold position as a part of the *set*. The Bay-book is used as a book of original entry, upon

which will be found a correct narrative of every transaction as it occurs, and the time of its occurrence. The date of a business transaction is sometimes of vital importance, and this record, if made subsequently, should refer to the previous date. In practical business, book-keepers use the blotter, which contains all the requirements of a day-book, in which entries are made by many, if not all the clerks and assistants in the house. From this the head official selects material for the journal, cash book, and several auxiliaries. There are many good reasons why the day-book, or blotter, should be kept, embracing a correct record of every transaction, with a full description of the same, and reference to the date thereof. As a book of original entry it is received in court as testimony in disputed claims. It is also useful to obtain facts which do not appear in any other place. In cases of error or omissions, it is invaluable as a book of reference. There will, perhaps, be much opposition to the entry of cash transactions upon the day-book, but the benefits arising from such a policy will overbalance the additional labor necessary to perform the operation. If all transactions are entered upon this book, the search for errors or omissions will be satisfactory and complete. There cannot be any systematic style adhered to, but the entry must be the result of plain common sense by the author. At this point and in this book, I do most strenuously object to the use of debit and credit as technical terms, to express the relative position of the parties to the transaction. The object of the day-book being to show only a narrative, it is highly improper that any classification should occur upon this part of the set.

I will now pass to the consideration of the Journal proper and Journal Day Book. As every business transaction embraces an exchange of items, it is necessary that two persons or things, at least, should be engaged in the interchange. A makes a purchase and must necessarily buy or contract with some one, say, for instance with B. The words debit and credit show the relative position of indebtedness, as maintained by the merchants represented as A and B. Thus if A owes B, A is in debt to B and is technically styled debtor to B. B holds the position of a creditor, and is also said to be credited by A. Just the same amount in dollars and cents that A is debtor to B, B is credited by A. From this fact is deduced the scientific principle of Dou-

ble Entry Book-Keeping, namely, the equality of debits and credits.

The title, Double Entry, originates here by recording the same amount both debit and credit. It is therefore the object of the Journal to show the parties or things, as produced from the original transaction, under the head of an account, and their relative position as debit or credit. As this classification will be carried into the Ledger, the Journal simplifies the transfer. Journalizing is conceded to be the most difficult part of the science, from the fact that the forms of a journal entry vary with the day book record. The journal day book is the consolidation of both books used in most business houses on account of its practicability. In connection with the Journal Day Book, a sales book is kept in which is recorded the daily sales.

The Cash Book is kept exclusively as a record of the receipts and disbursements of cash, and many practical accountants use it as a book of original entry, by entering therein cash transactions as they occur. The ruling on a cash book may be adapted to the business for which it is intended, and thereby facilitate the transfer or posting to the Ledger. On the left hand page of the book are placed the several amounts of cash received, and on the right hand the amounts paid out. From this fact a book-keeper is enabled to balance his cash account during any period of his business, and compare the balance with the amount of cash on hand. This operation is a very important one to the business man, as the cash account is more likely to become deranged than any other in use. An account is the classification of several items under a distinct title. Each account has two sides, the one debit and the other credit. By usage, the right hand division of an account is called the credit side, and the left hand division the debit side. Each side shows a distinct fact, and the difference of the sides a conclusion which varies in significance according to the account from which it comes.

To this particular feature in each account I will take occasion to refer at the proper time.

THERE are now eight pin factories in the United States which make 47,000,000 pins daily. In addition to these the importation reaches 25,000,000 daily. As these are all easily sold, it is safe to say that 72,000,000 are lost daily, or 50,000 every minute.

THE SUBJUNCTIVE MOOD.

HENRY GUNDER.

BEFORE entering upon the discussion of the so-called Subjunctive Mood, it will, perhaps, be well to look a little into the nature of Mood in general.

"The question," says Professor Goodwin, "What shall constitute a distinct mood in any language? must be settled, to some extent, arbitrarily. No precise rule will meet all cases; yet we may safely maintain that, when any series of verbal *forms* in which the chief tenses are represented, exhibits a closer connection among its members than it bears as a whole to any corresponding series, it is entitled to the rank of an independent mood."

"There are as many moods in a language as there are *inflected forms* of the verb distinguishing it as to the mode of the copula." [*Day's Art of Composition.*]

Now, both these causes have for their central idea a particular *form* of the verb as a mark of mood; hence, the following definition of mood is given:

"Mood denotes those forms which the verb assumes in order to express the relation of reality or existence as conceived of by the speaker. It shows the manner in which an attribute is asserted of the subject." [*Fowler's Eng. Lang.*]

Again, "Mood in grammar is the mode of the copula as expressed by inflection." [*Day's Art of Comp.*]

These definitions require that the verb, or copula, be inflected, i. e. changed in form, to express different moods. Now, how is it in English in this respect?

"There is, then, no subjunctive distinct from the indicative and potential; for (1) there is no form *peculiar* to it; (2) there is no peculiar meaning to be given to it." [*Art of Comp.*]

Again, "The Subjunctive Mood has almost passed out of use in English." [*Whitney's German Grammar.*]

"The Latin subjunctive is usually translated in grammars by the English potential forms to distinguish it from the indicative, because the English has no subjunctive in common use." [*Allen and Greenough's Latin Grammar.*]

"In English, the distinction between the moods, so far as inflection is concerned, is very slight. The only true subjunctive inflection is that of *were* and *wert*, as opposed to the indicative forms, *was* and *wast*. 'If he speak,' as opposed to 'if he speaks,' is characterized by a negative sign only, and consequently is no true example of a subjunctive. *Be*, as opposed to *is*, in the sentence, if it be so, is an uninflected word used in a limited sense, and therefore no true example of a subjunctive."

"The distinction between the subjunctive and indicative forms, however desirable it may be to keep it up, is likely to pass away. [*Fowler's Eng. Lang.*]

"Our verb has long been undergoing a process of improvement by the obliteration of its subjunctive mood. The wearing off of inflections has nearly finished the work by wiping out, in almost every verb of the language, all formal distinctions between the indicative and subjunctive, except in the second and third persons singular, present and past; there it was still possible to say, if thou love, if he love, if thou loved, if he loved, instead of, thou lovest, he loves, thou lovedst he loved. But the second persons have become of so rare use with us that they could render but little aid in keeping in the minds of speakers the apprehension of the subjunctive; it virtually rested on the single form 'if he love.' No wonder, then, that the distinction, so weakly sustained, became an evanescent one; in 'if they love,' 'if we loved,' and so on, forms apparently indicative, answered sufficiently well the purposes of conditional expression, why not also in the third person singular? Under the influence of considerations such as these, it has become equally allowable to write 'if he loves,' and 'if he love,' even in careful and elegant styles of composition, while the latter is but very rarely heard in colloquial discourse. Only in the verb *to be*, whose subjunctive forms were more plainly, and in more persons, distinguished from the indicative, have they maintained themselves more firmly in use." [*Whitney's Language and Study of Language.*]

The Anglo Saxon, the mother of English, had distinct forms for four moods, indicative, subjunctive, imperative and infinitive, but it presented no inflection for the different persons of the subjunctive. This much modern English still preserves; as, if I love, if thou love, if he love; but here *love* is the same form as the infinitive, which is not the case in the Anglo Saxon.

This scheme of moods the whole family of Indo-European languages presented, with the addition in Sanscrit, Greek and Gothic, of an Optative, and in the latter a Potential. The Subjunctive occurred in all, distinguished by inflections of its own, and still maintains its place in all the modern members of the family, except the English, which, as we have seen, is likely to lose it altogether.

Doubtless, after having so much learned dust stirred up, you are a little anxious to know my own opinion on the subject. We have seen that several of the authorities I have quoted speak of the Subjunctive as slightly represented in English, and one, Professor Day, makes a clean sweep of it, discarding it altogether, making the Potential do duty in all such constructions as are generally considered subjunctive.

With the latter opinion I cannot quite agree in the present condition of the language; for we evidently have subjunctive forms in such expressions as, if I were (A. S. *waere*). This form is past, but the meaning present and purely hypothetical, which is one of the distinctive marks of the Subjunctive. Again, in if he come, I shall not go, come is subjunctive, expressing a future contingency, another mark of the Subjunctive.

This would naturally lead us to a definition of the Subjunctive Mood. But here I must disappoint you, for I must say, with Prof. Goodwin, when speaking of the Greek Subjunctive, "For one, I am not ashamed to admit that I cannot propose a definition comprehensive enough to include all the examples, which shall still be limited enough to be called a definition." [Greek Moods and Tenses]

The expression of mere doubt or uncertainty will not exclude some expressions which are certainly indicative, as, 'if he comes I shall not go.' He comes, is indicative both in sense and meaning. By it I simply express my want of knowledge as to his coming, making the condition by the use of the conditional conjunction, *if*.

The following comes as near including the uses of the Subjunctive as anything I can frame.

The Subjunctive is used principally in the hypothetical period and the expression of a future contingency. The hypothetical period consists of two classes, the one expressing a conclusion or result which *would* follow, if the condition expressed by the other

were attained, it being at the same time implied that the condition is *not realized*, and generally, that the result is therefore impossible or untrue. This kind of conditional sentence requires subjunctive in the conditional clause, and sometimes in the result, as in the following example: "If right prevailed, you would lie in the dust before me."

Here it is evident that right had not prevailed, and that the result is untrue, i. e. both are stated as mere conceptions, or mental facts, not as realities or physical facts. Again, 'If it rain to-morrow, I shall not go.' Here, if it rain, expresses a future contingency which, perhaps, many may not be able to distinguish from the Ind. Pres., if it rains.

The first expresses a condition unfulfilled as yet, and possibly to always remain so, and therefore untrue at the time of speaking, while if it rains, as before stated, merely expresses my *ignorance* of the weather *now*. The former requires the Subjunctive, the latter the Indicative.

I would limit the use of the Subjunctive to the statement of conditions contrary to fact and sometimes the results of such conditions, and to future contingencies.

These directions may not cover all its nicer shades of meaning, but, for practical purposes, they will be found sufficient to guide the inexperienced in parsing; for, as before stated, no definition can be framed which shall not include some Indicative forms.

The Subjunctive is commonly, though not always, introduced by some conjunctive particle denoting doubt or condition, and this has led some grammarians to so define this mood as to imply that, whenever these conjunctions are used before clauses, the verbs in them are to be parsed as subjunctives. Nothing could well be more misleading. Conjunctions do not govern a mood in English as they sometimes do in the Latin.

I shall be met here with the query, 'how shall we know when to parse a verb as subjunctive?' To this very important question I will give this direction to the inexperienced: Never parse a verb as subjunctive, unless it is clearly not indicative nor potential; always give the indicative or potential the benefit of any doubt that may arise.

In my opinion, the Subjunctive Mood will have disappeared

from the grammar books in the next two or three generations of grammar makers. And it, as well as the Potential, will be relegated to Syntax; for, etymologically, there is little ground for either. The Potential is little more than the present and past Indicative of certain modal auxiliaries with the infinitive of another verb, as any student of Latin or German will soon discover.

The subject of English Grammar cannot be fathomed by a mere surface study of modern English. Whoever goes no further may, indeed, learn to speak and write good current English, but to enjoy and understand its structure and growth with so meager a hold on its history, is simply impossible.

NORTH MANCHESTER.

THE AUTHORSHIP OF SHAKSPEARE.

THERE are those who doubt that Shakspeare wrote the plays assigned to him. The main argument on which such a doubt is founded may be stated as follows: The writer of the Shaksperian plays was a marvel in literature and philosophy. He was well acquainted with the classics, because the material of many of his dramas were drawn from that source. He was familiar with the doctrines of Plato and Aristotle. Philosophy, in all its details, was so well understood by the author that he had almost a supernatural insight into the human mind and heart. Every character found in these plays is perfect in its conception. No matter whether it represents anger; jealousy, love, hatred, ambition, joy, or any other passion, it is true to nature. Only a man who had dealt with all the subtleties of the human heart could have ever written as the writings of Shakspeare indicate.

Now it is said that Shakspeare was a man of very limited education; that he never attended anything but a common grammar school; that the few signatures which is all that we have of his penmanship, betray evidences rather of one who had never learned to write anything more than his own name, and that he

was too busy in managing the theatre in which he was an important stock-holder, to give his attention to the writing of plays.

Those who deny the authorship to Shakspeare assign it to Bacon. The latter was learned in the classics. He criticised Aristotle at sixteen, and pronounced his method unfit for the acquisition of knowledge. He was skilled in philosophy, he was deeply versed in Italian learning and mediæval history, and made many observations concerning the laws which govern the natural world. Every species of knowledge demanded by the Shakspearean plays, it is claimed, he possessed, and so he was capable of having produced them.

For the limited space that we can claim, it will be impossible to notice all the arguments for or against either Shakspeare or Bacon as the author of the Shakspearean dramas.

That Shakspeare was a man who wanted education is merely assumed. Because he started life with limited preparation, and because there are no proofs outside of the plays which he is said to have written, that he had gained a large amount of information, it is agreed that he must have remained comparatively ignorant. But we have evidence of men who began life with even less learning than Shakspeare, who became noted scholars and statesmen. The same line of argument that makes Shakspeare ignorant and incapable of any great literary work could, with almost equal force, be applied to Ben Jonson. He spent but one year at the University, quitting it at sixteen. He then became a brick mason, afterwards a soldier, and at nineteen he attached himself to an insignificant theatre. He was noted throughout his life for his quarrelsome disposition and his love for strong drink. Yet no one disputes that he became one of the finest classical scholars of his time, and that for accurate knowledge of Roman manners and customs his plays stand above those of Shakspeare. Why, then, could not Shakspeare, who was temperate, industrious, and honest, have become acquainted also with ancient and modern learning? If the writer of the Shakspearean dramas was a genius, as all claim he must have been, could not their reputed author have manifested as much genius in the acquisition of the necessary knowledge as in their composition? He had, indeed, an ease and facility that made him capable of using every species of knowledge with intuitive force and power. Ben Jonson, his contemporary, said of him, "He was indeed honest and of an

open and free nature; he had an excellent fancy, brave notions and gentle expressions, wherein he flowed with such facility that sometimes it was necessary that he should be stopped. His wit was in his own power, would that the rule of it had been so too." Fuller, who wrote soon after the death of Shakspeare, said, in his book of "Worthies," "Jonson was built far higher in learning, solid but slow; but Shakspeare, lesser in bulk, but higher in sailing, could turn with all sides, tack about, and take advantage of all winds by the quickness of his art and invention." Surely these who were able to judge of his learning and genius found no fault with either.

It is claimed that the style and thought of Bacon and Shakspeare are so similar that it would not have been possible for two men to have written the works assigned to each, but that they must have been the products of the same person, and that person was Bacon. Prof. Holmes, in his work, gives many quotations to prove this. But Mr. Spedding, who spent many years in the study of Bacon's works, and who has published one of the best editions of the same, who would be glad to add another laurel to the brow of his distinguished author, and who claims to have paid much attention to the writings of Shakspeare, declares that in his judgment no two writers differ more widely in style and thought than the two under consideration. If any one wishes to be convinced, let him turn to the essays of Bacon and a play of Shakspeare, and mark the terse, compact style of the one, and the ease and grace of the other.

Those who claim that Bacon wrote these dramas, say their real authorship was kept secret for the reason that Bacon was ambitious to be advanced in the state. Theatres and play-writers were looked upon with disapprobation by the sovereign and his cabinet. No one could expect to obtain official position who employed his time in the writing of plays. So it was agreed that Shakspeare should assume the authorship of whatever plays Bacon should write. Of course this could not be done without other actors and writers being in the secret. Jonson, especially, was acquainted with this fact. Now let us examine this argument. Shakspeare died in 1616, Bacon in 1626. The first special publication of the Shakspearean dramas was in 1623, three years before Bacon's death. But the latter was now in disgrace. He had been advanced to the Chancellorship, but had fallen, and he

could not hope again to rise. Neither was the theatre any longer under the ban, but was now looked upon with favor. The plays of Shakspeare were growing in popularity. Why did not Bacon come forward now and claim these plays as his own, if he really was the author, and thus retrieve, in a measure, his lost honor? He would have been sustained by Jonson, who was jealous of Shakspeare's fame. When the actors declared that the plays of Shakspeare came to their hands without a line blotted, Jonson said that he wished he had blotted a thousand. Jonson died in 1637, five years before the second edition of the Shakspearean dramas was published. Now, with his jealous spirit it is not probable that Jonson would have allowed the last edition to pass without revealing the real author, if it was any other than the accepted one. Bacon was now dead; him he could not have wronged in the betrayal of a secret, but have added another honor to his name.

Had there been doubt in Shakspeare's own day about his authorship, there would be reason to doubt now. But there is not a single conclusive argument to deprive him of his glory, but the whole effort to rob him of his well-earned distinction rests on the merest assumption.—*The Wittenberger*.

WHY DO TEN UNITS OF ONE ORDER MAKE ONE OF THE NEXT HIGHER ORDER?

J. WARREN MCBROOM.

THOSE who have never thought upon the subject will say it is one of the essential properties of numbers; that it is so in the nature of things, just as it is for smoke to rise up or water to flow down. It is not a property of numbers at all, but a mere accident of notation. In the Roman notation, for example, we find no such principle. The great mathematicians of the mistress of the world never knew that ten units of one order make one unit of the next higher. Take the Roman expression for this centennial year, MDCCCLXXVI, and from that we would never learn anything of the kind. It is not an essential property of num-

bers, then, but part of our artificial system for representing numbers. This system we have received from the poor Arabs of the desert, and hence we call it the Arabic. It dates its beginning from the childhood of the race, and an inquiry into the origin of its various accidents is as interesting as the question:

“ Who can tell what a baby thinks ?

Who can follow the gossamer links

By which the manikin feels his way

Out from the shore of the great unknown,

Blind and wailing, and alone,

Into the light of day ?”

The child first learns to number its toys by counting on its fingers. And so the primitive man first numbered his flocks. Then he saw fit to represent his first finger by the character 1 ; the second by the character 2 ; the third by the character 3 ; and so on to the ninth, which he represented thus, 9. Hence the name, digits, as applied to these symbols, from the Latin *digitus*, a finger. For the last finger he had no need to invent a new symbol, for it completed the round, and so he wrote, 10, which simply meant, to his mind, *one round and none over*. Naught (0) was his symbol for none over, or nothing. If there was more than ten (or one round), he wrote 11, meaning one round and one more ; 12, meaning one round and two over ; and so on up to 20, which, to his mind, meant two rounds and none over. Now, if this ancient son of Ishmael had been born with four fingers on each hand and no thumbs, one round and none over (10) would have been eight instead of ten. One round and five over (15) would have been eight plus five, or thirteen. Two rounds (20) would have been what we now call sixteen. That is, but for the fact that we have ten fingers and thumbs we would never have heard of ten of one order making one of the next higher. There is no reason in the nature of things why the decimal system of notation should be more convenient than a system founded on any other radix, as eight, twelve, or fifteen. Yet, at first thought, it would seem that any other system must, of necessity, be bunglesome and unwieldy. This is because the factor ten is woven in and through all our system of numeration as well as notation. Forty means four tens, fifty means five tens, sixty six tens, one hundred ten tens, one thousand means ten times ten tens. And when we for the moment construct a new

system of notation with some other radix than ten, we have no system of numeration to correspond. Let eight of one order make one of the next higher, and what name shall we give the expression, 200? It is two eights of eights or twice sixty-four; but to call it that is certainly awkward, and to calculate such numbers difficult. So that in order to conceive of another system of notation being as simple as the decimal system, we must divest ourselves of all the names, twenty, thirty, forty, one hundred, etc., and construct a new system of names based on the new radix of notation. Then, with eight as the radix, we would not think of 200 as twice sixty-four, or one hundred and twenty-eight, but as two units of the third order, which we would call by a new name, signifying eights of eights, just as hundreds signify tens of tens. Let any other system of notation have a corresponding system of numeration, and let us become accustomed to it, then it will be as simple to us as the decimal system. If a teacher would have his pupils master the subject of notation and numeration, he will find the facts here presented of great importance. Let him drill his classes in writing numbers on the supposition that the old Arab, sitting in his tent door, counting his herds, had been born with seven fingers, or six, or fifteen, or any other number. At first give them small numbers to write, and then larger ones, and when they have once learned to express numbers in this way they will have a deeper insight into the decimal system than most persons ever attain.

NEWTOWN, INDIANA.

PRIMARY INSTRUCTION.

A MAN entering into life, says Ruskin, ought accurately to know three things. First, where he is. Second, where he is going to. Third, what he had best do under the circumstances. Three similar questions should be asked by every teacher before commencing to teach, viz: First, whom am I to teach? Second, how shall I teach? Third, what shall I teach?

The second question involves the method of teaching; the third is based upon the history and advantages of different systems and methods of education and their outlines, and the application of these outlines to various branches of education.

The methods of instruction in our primary schools are begin-

ning to be regarded as of great importance. When children were sent to school merely to get them out of the way, but little attention was paid to the manner in which they were taught; the object for which they were sent to school was accomplished, even if they learned nothing. But it is now generally believed that what instruction is given should be imparted with great care, and should be of the choicest quality. Formerly, the most illiterate clown, who, when asked by the County Board of Examiners what an improper fraction was, replied, "thinks likely its one that ain't proper to have," and the young Miss, when asked into what the Mississippi river emptied, replied, "Ohio," were considered capable of teaching a primary school. But times have changed, and our wisest and best educators now agree in the belief "that the highest success in teaching the first rudiments of learning is more difficult and rare than in guiding pupils through the more advanced branches," and for that reason the most skillful teachers should be employed in the primary department of every school.

It is said that in Europe men and women of the broadest culture, with twenty to thirty years' experience in teaching, may be seen teaching little children their alphabet. Even Solomon, with all his wisdom, would not have found his philosophy and researches useless in teaching little children. It requires more *tact* to teach successfully a primary than a grammar grade, and for that reason teachers only of the broadest culture, largest experience, and most gifted intellect, should be employed in our primary schools. But it is a deplorable fact, that in many cities our primary schools are filled with young, inexperienced girls, instead of teachers who have been long in the service, and who have proved themselves true queens in their profession. Let superintendents and boards of education hasten to remedy this evil by electing teachers to our primary grades of the rarest qualifications—men and women who possess a profound knowledge of the human constitution, corporal and mental, an intimate acquaintance with educational means, a full understanding of the methods of teaching, great tact in the management and government of children, and last, but not least, a warm, loving heart, broad enough to recognize their duty to God, and to take in the truth, that each urchin from the alleys and hovels is a tabernacle of an immortal soul.

H. G. S.

OFFICIAL DEPARTMENT.

(From an opinion of a former Superintendent.)

ON JANITORS' EXPENSES AND NATIONAL HOLIDAYS.

Mr. J. T. Creekmore and others, of Orange Township, Fayette County:

GENTLEMEN:—Your favor of the 20th instant is before me. You propound the two following questions:

1. Is it the duty of the trustee to defray the expense of building fires and cleaning school rooms?

2. If teachers close their schools on Thanksgiving day, Christmas and New Year's are they entitled to pay for said days?

In reply to your first question, I will say that the School Law, section 80, page 26, makes it the duty of the director to take charge of the school house and property belonging thereto, preserve the same, make all temporary repairs of the school house, furniture and fixtures, and provide the necessary fuel for the school under the general *order and concurrence* of the trustee. The trustee provides the fuel for the school house through the director.

This is as far as the law, in express terms, goes. It is as much the duty of the trustee to see that the fuel is placed in the stove and the school room made comfortable and neat, as it is to furnish the fuel and brooms for these purposes, or to see that the children are well taught and disciplined when once in the room.

How and through whom he shall accomplish these things, is just where the law is wisely silent. I can conceive of various ways in which he may accomplish them. He may authorize the director, who is generally chosen because of his proximity to the school house, to perform the work and then pay him out of the special school tax; or he may authorize him to employ some suitable person and compensate the employe in the same manner; or he may employ the teacher himself, and pay him from the same source. Indeed, I think a trustee might safely discriminate in the wages in favor of those teachers who will voluntarily perform this work, and against those who refuse.

In cases where there is no express agreement between trustee and teacher at the time of contracting, local custom must govern. It must be taken as a part of the contract, unless the parties set it aside by express agreement.

If, therefore, it has been the custom in Orange township for the teachers to either build fires, or sweep the room, or pay the expense of the same, and you did not stipulate to the contrary in your agreement with the trustee, it is a part of your contract, and you should carry it out in good faith.

There is, however, an underlying question—is this custom a good one? I think not, and offer the following reasons:

1. The compensation of teachers, in the rural districts, is not such as to justify the expenditure on their part.

2. The teacher is often unable to procure board near the school house,

but is necessitated to accept it a distance of one or two miles; under these circumstances, the labor to him would be quite inconvenient.

3. Many of these teachers are ladies or persons of feeble constitutions. To require this work of them would not only be unreasonable, but oppressive.

4. The teacher greatly needs his morning hours for preparation. He has, perhaps, twenty or twenty-five recitations to hear, each day, in eight or ten different subjects. These must be reviewed, some very carefully, and there is no hour in the twenty-four so favorable as the morning hour. To wrest it from him by the hand of an arbitrary custom, is damaging to the schools. Something is economized in money by the custom; more is lost in the quality of instruction.

5. The custom is wanting in uniformity. It does not exist in an incorporated town or city in the state. For what reason should it be customary in the schools of the country? It is a practice without a reason in its favor, and those who contend for it are the losers, as the better class of teachers are likely to select locations where they will be exempt from the burdens and annoyances of the custom. Those, however, who teach in those sections where the custom exists, can protect themselves only by contract to that effect.

In answer to your second question, I will say: That the Fourth of July, Thanksgiving Day, Christmas and New Year's are, by universal consent and very general practice, regarded as holidays in this country. Employees, in almost all kinds of business, are excused from labor on those days and allowed their wages. It would surely be very unreasonable to make the teacher an exception to this general rule.

I concur with the substance of the above opinion, except that part of it which clothes custom with the authority of law. Bouvier's Law Dictionary, vol. 1., p. 359, title: "Custom," says, "When a custom is public, peaceable, uniform, general, continued, reasonable, and certain, and has lasted 'time whereof the memory of man runneth not to the contrary,' it acquires the force of law."

The Supreme Court of the State, *Harper vs. Pound*, 10 Ind. 32, decides as follows:

"The recognition of local usages is, as a general rule, contrary to the public policy of this State; indeed, it *seems* that a good usage or custom in this State should, in addition to the common-law requisites, be shown to prevail throughout the State as a single locality."

The "custom" of requiring teachers to perform janitor's service in particular localities, is neither uniform, general, nor continuous; and the argument in the above opinion of a former superintendent, shows that it is not reasonable. Hence I should conclude that the custom is not law. Unless there is an agreement between the trustee and the teacher that the latter is to perform janitor's service, I think that he cannot be compelled to do so.

JAS. H. SMART,
Sup't. Public Instruction.

EDITORIAL.

THE EDUCATIONIST has been consolidated in THE INDIANA SCHOOL JOURNAL. W. A. Bell continues as Editor, George P. Brown is associate editor. Each is to be at liberty to express his views on educational matters without holding the other responsible for the same. Mr. Brown's articles will be signed B.

IF you do not get your Journal by the 15th of the month, write at once.

IF you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

WE call special attention to the article in this issue of the Journal entitled "The Reflex Influence of Teaching." It is worthy a careful reading and study by every teacher in the state. The article is full of thought and cannot fail to interest those who are giving their lives to teaching. The article to follow, discussing the other side of the question, will be looked for eagerly.

The series of articles began in the November number, on Book-Keeping, will be profitable reading for all teachers, but will be most appreciated by those who have to teach the subject. The writer is one of the ablest accountants in Indianapolis.

TAX AND TEMPERANCE.

WE have before us an article vividly depicting the horrors of drunkenness and strongly condemning the law which licenses men to deal out to their fellows that which steals away their brains, damns their souls, and entails misery upon their helpless families, all of which we indorse most cordially, and earnestly appeal to teachers to instill into the minds and lives of children the principles of temperance. The conclusion of the paper we cannot, however, indorse, viz: that it is wrong to use for school purposes the money thus obtained from these licenses. We believe the principle of licensing men to do wrong is a bad one; but, if the license must be granted, then we are in favor of charging the maxi-

num amount and putting every dime of it into the school revenue. The argument that this money should not be thus used because it has been earned in such a wicked manner, seems to me to be without foundation. The same argument would cast out of the school fund all the taxes collected on the property of saloon keepers, and not only this, but all taxes collected on other millions of dollars gained by dishonesty and fraud. If a saloon keeper offers to donate \$100 toward the building of a church or for other charitable purposes, it is usually accepted with thanks, and, so far as our information goes, it will buy as much as though it had been earned in an honorable way. When a teacher is receiving a salary from the public fund, we were never able to distinguish between what had been paid into the treasury by the saloon keepers and that paid in by the preachers.

THE ELEMENTS OF A GOOD TEACHER.

The Hon. E. E. White, president of Purdue University, has a capital lecture on "The elements of a good teacher, that can be cultivated," and he treats it under the following heads: 1. Scholarship. 2. Skill in teaching and managing. 3. Love—real sympathy. 4. Backbone—will power. 5. Good eyes and ears. 6. Common sense. 7. Positive moral character and life.

Under the first head he argues that more teachers fail, even in the government of their schools, for want of knowledge than from any other cause, and he is doubtless right. "Knowledge is power," and ignorance is weakness, and no place more manifestly than in the school room.

In treating the last topic he says: "Had I the power to make one law that should be self-executing it would be this, and it should be written over the door of every school house in the land: Let no one enter here as a teacher whose moral character is not a fit example to be imitated by the youth whom he shall teach." A grand sentiment, this, worthy to be framed in gold. Let each teacher try himself by this rule.

The lecture is an able one, and abounds in practical suggestions.

THE Round Table of Western Superintendents held their last annual meeting in Philadelphia, September 27, 28, and 29. The members present were superintendents, Harria, of St. Louis, Pickard, of Chicago, Peaslee, of Cincinnati, Harria, of Jacksonville, Ill., and Brown, of Indianapolis.

The time was chiefly spent in examining the educational products of this and other countries that were displayed at the Centennial Exposition. The exhibition from foreign countries was confined chiefly to the appliances used in imparting instruction in their schools, and to statistical maps showing the number, location, character, attendance, etc., of the schools of each nation. Enough of the work of the pupils was

shown, however, to enable one to make a comparison of results with those obtained in our own schools. This comparison was, for the most part, favorable to our schools, both in school appliances and results, except in the matter of geographical maps; the maps from the different German states far excelling any published in this country. Of the comparative merits of the exhibits from the different states, nothing need be said in addition to the very able report made by W. E. Crosby as published in the preceding numbers of this Journal. It is gratifying to every Indianian to know that the Hoosier State took high rank among the older and wealthier states of the Union. The Western states, and especially our own, have many advantages over those of the East, which it is hoped we may continue to appreciate and improve. The state of New York, for instance,—which, by the way, made no educational exhibit whatever, or next to none,—has been for many years a leading educational state. The educational thought of the people has become stereotyped. They imagine that they have little more to learn in this direction, and therefore look with disfavor upon any “innovations,” especially if attended with additional expense. As a result, we find in many localities in these states a condition of school buildings, furniture, and other school appliances, and instruction that would not be tolerated in the darkest county in our own state. Indiana, on the contrary, is hardly ten years old in her public school work, and is willing and anxious to establish a system of free schools that shall be the result of the best thought of this time. Our hope is that those who are guiding this great interest, may determine wisely the course to be pursued. What we all need is more faith that we will yet realize our grand possibilities; greater faith in ourselves and in our state. *

SOCIALS vs. BRAINS.

We believe in “socials,” and in sociability, but we do not deem it necessary, on that account, to dispense with common sense. Could the conversation indulged in at an ordinary social gathering be taken verbatim by a short-hand reporter and printed, it would make *interesting* reading, especially for the authors of it?? It is wonderful to note how few sensible and how many foolish things are said at such places. Could many of us have our conversation mirrored before us as we see our faces in a glass, but few of us would recognize it, and still fewer would be willing to own it, and almost none of us would have any occasion to feel proud of it. We are willing to concede that a certain amount of light talk is admissible, if not desirable; but we do insist that nonsense is much better relished when mixed with sense. We believe that most of the evening gatherings of young people could be made much more entertaining, and certainly much more profitable, if

there could be introduced into them exercises of a literary character. Let one hour, or even half an hour, of the evening be spent in listening to essays or recitations or select readings, as may have been previously determined, and these exercises will give zest and point to the entire evening's entertainment. Such a course could have only a refining and elevating influence; it would stimulate to general reading and greater intelligence, and we believe could be made a success in any average neighborhood in the state.

Teachers are usually young men and young women of more than ordinary intelligence and influence, and, above all others, are the ones to take the lead in such a movement. How many will make an effort? Teachers should be more than teachers, they should be citizens, and they should feel that they have a responsibility outside the school room.

HOW TO STIMULATE PUPILS TO READ.

One way to stimulate pupils to read is this: Every Friday afternoon, in connection with other literary exercises, call upon each scholar to *tell* to the school something that he (or she) has learned from some paper or book. Do not accept silly stories or anecdotes, but require something that will be worth listening to and remembering. In this way a skillful teacher will soon have a reading school. And what is read in this way will be remembered, as we always remember what we read to tell to somebody else. This exercise has nearly all the arguments in its favor that can be used in behalf of declamation or recitation, and some important additional ones. It encourages general reading, and it gives pupils practice in expressing thoughts *in their own language*; two very important points.

A teacher cannot spend a part of his time more profitably than in stimulating his pupils to read. A young man who makes good books his friends and companions, is on the high way to general intelligence, and is in little danger from the allurements of vice.

HOW TO SPEND YOUR EVENINGS.

What are you going to do with your evenings this winter? In a proper use of them there are great possibilities, and in the neglect of them there is not a little danger. If you use your evenings well for the next four months, you will be surprised, at the end of the time, at the good results you have reached. Select some branch that suits your taste and then pursue it systematically and persistently. Do not expect to learn everything in one winter, but aim to learn a great deal about one

or two things. Two hours an evening, five evenings in the week, for the next four or five months, will enable any person of fair ability to take up any ordinary branch of study and learn a vast deal about it. Take, for example, one of the natural sciences, a language, English literature, some department of history, the works of some standard author, or some one of the lower branches, and employ faithfully all the leisure time that the average teacher can command, and at the end of the season of long evenings the result will be most gratifying. You say that this will take a great amount of energy and application. Yes, that is true; but not more than will be required to succeed in any laudable undertaking. A young man or young woman who has not sufficient self-control or will-power to resolve upon and to execute such a course as is indicated above, need never expect to attain to any commendable degree of eminence. Young man, young woman, enter at once upon some line of study that will mark you as a person of more than ordinary intelligence. Resolve to be something more than a mere plodder and *execute your resolve*.

VOLUME XXI.

With this issue we close the XXI. volume of the School Journal. It contains nearly 600 pages of reading matter, exclusive of advertisements, and by reference to the general index it will be found that almost every topic connected with the profession of teaching has been treated. We do not believe that any teacher who has taken it and read it will say that he has not received at least the full worth of his money. While the editor does not claim *superiority* for the Journal, he does not hesitate to have it compared with any other similar paper in regard to quantity, quality, and variety of matter. Owing to the hard times, the present circulation, 3,500, does not quite reach the Journal's highest figure, but there is no just reason for complaint.

Thanking teachers and friends for their confidence and support, the Journal will enter upon its twenty-second volume determined to retain their good opinion, and to do more for the teachers and the schools, if possible, in the future than it has been able to accomplish in the past. All reasonable means will be employed to make the Journal a necessity in the hands of every Indiana teacher.

WHAT IS PRACTICAL?

It is difficult to say just what is most practical in an education, and yet from the frequency with which the word "practical" is used, one would suppose that the matter was settled beyond a quibble. It is difficult to say just what kind of knowledge will be worth most to a child after it leaves the school room. There is certainly room for a great difference of opinion in regard to most that is studied, but in regard to some few things there can be no question. We have in mind this illustration: A printed

advertisement was thrown into our yard and we copied from it the following sentence: "We have for sale a fine stock of Ladies' Misses, and Childrens' fine kid shoes: also Men and Boys' winter boots." We presented this to a teachers' institute; placed it on the blackboard, furnished the teachers with paper, and asked each to write it, correcting all mistakes with reference to the use of the possessive sign. Out of about 75 only 48 could be induced to attempt it, and of the 48 who handed in their papers but *five* had it written correct. We were surprised. Next, we submitted it to a class of A grade pupils (grade next to high school). There were 31 in the room, and not one got it right. Thinking that this might possibly be an exception, we visited another A grade, submitted the sentence to 34 pupils, and *one* was successful. We next found a high school, First Year grade, and out of 97 papers 17 of them only were correct.

Our deliberate conclusion is that teachers are spending a great deal of time in teaching children routine parsing, formal analysis, and distinctions without differences, to the neglect of such matters as the above that enter into every child's daily life. The use of the possessive sign, the use of quotation marks, capital letters, punctuation, letter writing, and all those "practical" things that will be used by every child whatever its course in life, should be taught and thoroughly taught, early in the school course; if they are postponed till the A grade or the high school a large majority of children never reach them.

We give the following rule for forming the possessive case which we have never seen in a book, but which is simple and universal: Spell the word correctly (whether singular or plural), then add an apostrophe and, if it does not make a hissing, unpleasant sound, an s also.

ARCTIC vs. ARTIC.

Why is it that so many teachers persist in saying *Artic* instead of *Arctic*? We know of no authority for it, and yet a large majority of teachers use it thus, and allow—nay sometimes teach their children to do the same. Recently we heard a recitation in geography that pleased us very much, and the teacher seemed unusually accurate, and yet both she and her pupils talked about the *Artic* Ocean.

We give in this number the programme of the State Teachers' Association. It is certainly a good one. The subjects to be considered are important ones, and the variety will give something of special interest to all classes of teachers. These annual meetings have exercised a great influence for good over the educational interests of the state, and it should have all the support that teachers are able to give it. Teachers should feel, in attending this meeting, that aside from the personal good and stimulus received, they are helping to sustain one of the great educational powers of the state.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1876.

ARITHMETIC.—1. Would you teach pupils to write decimals from right to left or from left to right?

2. Explain the principle upon which cancellation depends.

3. How much will 36 men earn in $19\frac{1}{2}$ days at \$1.03 per day.

4. If, when it is 18 A. M. in New York, which is $74^{\circ} 3'$ west long., it is 9 o'clock, 35 min. and 53 sec. A. M. at Pittsburg, what is the longitude of Pittsburg?

5. Define income, policy, and premium.

6. A merchant sold furs at 15 per cent. less than cost, and lost \$10 $\frac{1}{2}$ on them. How did he receive for them?

7. Complete the following proportions:

(a) $1 : \frac{1}{2} :: \frac{1}{3} : (?)$

(b) $4\frac{1}{2} : 22.5 :: (?) : 45.$

(c) $11-15 : (?) :: 8-15 : \frac{2}{3}.$

(d) $(?) : \frac{2}{3} :: \frac{1}{4} : 3-32.$

8. Supposing that 20 bricks make one cubic foot, what will be the cost of the brick in a wall 200 feet long, 2 feet wide and 4 feet 6 inches high, brick being worth \$6.75 per thousand?

9. Find the value of each of the following expressions: $\sqrt[3]{256}$, $(125)^{\frac{1}{3}}$, and $(\frac{1}{2})^2$.

10. Reduce 4 bushels, 3 pecks and 2 quarts to pints by analysis.

GEOGRAPHY.—1. What states lie on the coast between New Brunswick and Mexico?

2. What is the capital of Egypt? Of Greece? Of Italy? of South Carolina? Of Brazil?

3. Within what limits can the days and nights be more than twenty-four hours?

4. What is the difference between a mountain chain and a mountain system?

5. Where, in the United States, does it never rain in harvest?

6. Locate the Gulf of Lyons, Persian Gulf, Gulf Genoa, Gulf of Mexico, and Bay of Bengal.

7. Who are Tartars, Esquimaux, Turks, Jews, and Danes?

8. Locate the Black Sea, Dead Sea, Red Sea, Sea of Azof, and Salt Lake.

9. What countries border on the Pacific Ocean, between Behring Strait and the Isthmus of Panama?

10. What ranges are included in the Rocky Mountain system?

GRAMMAR.—1. Analyze the following: When the colonists first arrived, they found the Indians dressed in the skins of animals.

2. State the different uses which the adverb may have in the sentence. Write expressions to illustrate the different uses.

3. Correct the following, giving reason: Speak slow and make the sounds distinct. I have studied grammar "*right smart*."

4. When should the nominative form of a pronoun be used? When the objective? When the possessive? Illustrate each case.

5. In the study of grammar should the study of sentences or the study of words precede? Give reasons for your opinion.

6. How are the present perfect tenses of the verb formed in all the moods? Write the present perfect tense of the verb, to write.

7. Tell the number of tenses in each mood, and name them.

8. Name the principal classes of adverbs, and give an example of each in a sentence.

9. What are the principal relations expressed by prepositions? Write expressions illustrating these relations.

10. What classes of words are not inflected?

HISTORY.—1. To what English companies were the first colonial charters granted? By whom? When? What were the peculiarities of these charters?

2. Who first settled Delaware and Pennsylvania? What were the objects of these settlements? When did Penn found Philadelphia?

3. Give a brief account of Burgoyne's invasion and its results.

4. What were the principal events of Van Buren's administration?

5. Describe the siege of Vicksburg.

PHYSIOLOGY.—1. What are the consequences of insufficient exercise?

2. Of what practical value is a knowledge of Physiology?

3. What is the office of the air in respiration?

4. What are the comparative merits of linen, cotton, and woolen fabrics as articles of clothing?

5. Why is overdressing the throat pernicious?

THEORY AND PRACTICE.—1. Name the powers and faculties of the mind.

2. In what order are they developed?

3. What are the conditions of successful study in the school room?

4. State briefly the means proper to use to prevent offenses against good order in school.

5. What are the steps in their order in conducting a recitation in reading?

THE ARCTIC OCEAN FROZEN OVER.

The British Arctic exploring expedition, which has just returned, reached the highest latitude ever attained— $88^{\circ} 20'$, about four hundred miles from the pole, and experienced the coldest weather— 72° below zero. At this point the sun remained below the horizon one hundred and forty-two days, or nearly five months. A party from the expedition rounded Cape Columbia, the northernmost point of the continent, and traced the shore two hundred and twenty miles from Greenland. They found the ice one hundred and fifty feet thick in places. This expedition made several important discoveries. The northernmost land was in latitude $83^{\circ} 7'$, all beyond that was ice. The northern point of Greenland is $82^{\circ} 57'$. Abundance of coal was found on the north side of Lady Franklin bay, where the *Discovery* wintered. Rich collections in natural history were made, and valuable scientific observations taken. The highest points heretofore reached were $81^{\circ} 35'$ by Hayes, $82^{\circ} 16'$ by Hall, and $82^{\circ} 27'$ said to have been reached by Mr. Morton and companion, from Doctor Kane's expedition in 1854.

Captain Nares, commander of the Arctic expedition, has sent a telegram to the Admiralty containing the following additional particulars: The Polar Sea is never navigable. The ordinary ice averages eighty feet in thickness. Animal life and the northerly migration of birds end south of Cape Columbia. A memorial tablet was erected to Captain Hall, of the *Polaris* expedition, at Polaris Bay. Esquimaux traces cease on the west shore in latitude $81^{\circ} 52'$, whence they cross to Greenland. The impracticability of reaching the North Pole was proved. All the neighboring lands were examined. The telegram confirms all details of the expedition transmitted to the United States.

INSTITUTES will be held as follows:

- Dec. 18. Huntington co., Huntington, F. M. Huff, sup't.
 " 18. Carroll co., Delphi, Thos. H. Britton, sup't.
 " 18. Tippecanoe co., Lafayette, W. H. Caulkins, sup't.
 " 18. Fountain co., Covington, W. S. Moffett, sup't.
 " 25. Grant co., Marion, T. D. Tharp, sup't.
 " 25. Miami co., Peru, W. S. Ewing, sup't.
 " 25. Newton co., Kentland, B. F. Neisz, sup't.
 Jan. 1. Knox co., Vincennes, E. B. Milam, sup't.
 " 1. Randolph co., Winchester, Daniel Lesley, sup't.
 " 2. St. Joseph co., South Bend, F. A. Norton, sup't.
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PERSONS wishing to exchange minerals for Lower Silurian fossils, will do well to correspond with Z. T. Loer, Lebanon, Ohio.

PROGRAMME INDIANA STATE TEACHERS' ASSOCIATION.

MASONIC HALL, TUESDAY EVENING, DEC. 26, 1876.

Address of welcome, by Wm. P. Fishback.

Response by the retiring President, Geo. P. Brown, Indianapolis.

Inaugural Address by the President, Wm. H. Wiley.

Appointment of Committees.

WEDNESDAY MORNING.

The relation of the Common School Teacher to the State, Alfred Kummer, superintendent of South Bend schools.

The Higher Education of Teachers—its necessity and practicability, Cyrus W. Hodgins, Terre Haute Normal School.

The Tests to be applied to the Teacher in estimating his own success, J. M. Bloss, superintendent Evansville schools.

Reading in the Higher Grades, Miss Isidore Kella, Evansville High School.

AFTERNOON SESSION.

Politics in Education, J. J. Mills, Indianapolis. Discussion opened by W. A. Bell.

The Country Schools and their peculiar needs, James A. C. Dobson, Sup't. Hendricks county. Discussion, opened by J. C. Macpherson, superintendent of Wayne county.

The Centralization of our Higher Educational Institutions, Lemuel Moss, D. D., Pres. State University. Discussion, Geo. C. Heckman, D. D., Pres. Hanover College, Wm. A. Jones, President State Normal School.

EVENING SESSION.

Report. The Common School, the High School, and the Normal School—their mutual relation and sphere. Geo. P. Brown, Chairman.

Annual Address, by J. L. Pickard, sup't. Chicago schools.

THURSDAY MORNING.

General Culture of Teachers, Mrs. M. W. Thompson, Indianapolis High School.

Are our Public Schools in danger—from what? Hon. R. W. Thompson, Terre Haute. Discussion, Pres. Martin, Asbury University, A. J. Graham, Columbus.

AFTERNOON SESSION.

Discussion—The demands of the new Century on the Schools of Indiana. J. H. Smart, G. W. Hoss, J. T. Merrill, Wm. P. Pinkham.

Meeting of College and High School Section. Report by George O. Heckman. Discussion of report.

The Superintendents' Section will meet in the room below the Hall, Thursday, 2.30 o'clock.

The following programme will be followed:

Inaugural Address by the President, T. J. Charlton, Superintendent of Schools, Vincennes. Discussion of Address.

The County School System, its defects and the remedy, L. M. Crist, Superintendent of Union county.

EVENING SESSION.

"The Question of the Hour." Address by Hon. E. E. White, President of Purdue University.

The Centennial Exhibit as an Educator. Awards of the Commission, by J. L. Campbell, LL. D., Secretary of the Centennial Commission.

The Terre Haute and Indianapolis Railroad (Vandalia line), the Evansville and Crawfordsville road, and the I. P. & C. road, will return teachers free on certificate signed by the Secretary of the Association.

The Indianapolis, Cincinnati, and Lafayette Railroad will sell round trip tickets to delegates for one and one-fifth fare at the following stations, viz: Lafayette, Colfax, Thorntown, Lebanon, and Zionsville, on the west end; at Shelbyville, Greensburgh, and Lawrenceburgh, on the east end.

The Pittsburg, Cincinnati and St. Louis Railroad (Pan Handle) will sell excursion tickets at about two cents a mile from all the stations, on the presentation of orders for excursion tickets to the agent. All teachers on this route, or its branches, including the Indianapolis and Vincennes road, in order to obtain the benefits of reduced rates, will have to write to J. J. Mills, Indianapolis, for certificate, in time to get return mail before starting.

The C. C. C. & I. R. R. will make reduced rates to parties of twenty or more, from any station, on application to C. C. Gale, Gen'l Passenger Agent, Indianapolis.

The I. B. & W. R. R. will carry teachers one way at 5 cents per mile and return free. Buy round trip tickets.

For further information correspond with the chairman of the Executive Committee, at Evansville.

The meeting will be held at Masonic Hall, corner of Washington and Tennessee streets.

RATES AT HOTELS.

	Regular.	Reduced.
Grand Hotel _____	\$8 to 4	\$2 00
Hotel Bates _____	3 50	2 00
Occidental _____	3 00	2 00
Spencer House _____	2 50	2 00
Sherman House _____	2 50	2 00
Remy House _____	2 50	1 50
Capital House _____	2 00	1 50
Pyle House _____	1 50	1 50
Private Boarding Houses _____	1 00	1 00

THE following answers were given to the accompanying questions by persons who wanted to teach school. What would become of our schools were they not guarded and protected by faithful superintendents?

Question. Who are the Tartars, Esquimaux, Turka, Jewa, Danes?

Answer. They are the inhabitants of the *torrid* zones and live in *snow* houses.

Ques. What countries border on the Pacific ocean, between Behring Straits and Panama?

Ans. Mississippi, Texas, and California.

Ques. What is a glacier, where found, and what its use?

Ans. A glacier is found in Arkansas, and is used for medicinal purposes.

What is a canon, and where most noted?

Ans. A deep cave in the earth, and the most noted is in Kentucky, called Mammoth Cave.

Ques. Give an accurate account of the discoveries made by the first Dutch explorers in the United States.

Ans. They discovered many very valuable articles that afterwards became a benefit to them, until they were nearly all destroyed by the Indians.

THE meeting of the superintendents of the larger cities of Ohio, Michigan, Illinois and Indiana, which convened in Fort Wayne, Nov. 16, was only fairly attended, but the results were considered most satisfactory. We had hoped to report the meeting in full, but the secretary's minutes failed to reach us in time for this month's Journal.

NORTHERN INDIANA NORMAL SCHOOL.—A recent visit to this popular school revealed the fact that notwithstanding the hard times it is fuller than at the corresponding time last year. H. B. Brown, the principal, is an indefatigable worker, and has no use for either teachers or students who are lazy. Breakfast comes at 6 o'clock and recitations begin at 6:30. Two sets of recitations come before chapel exercises. The work continues during the day, with a short noon intermission; one set of recitations are heard after supper. Students are encouraged to spend each evening, till 9 o'clock, in literary debating societies. Rooms are warmed and lighted free for this purpose.

While students are stimulated to hard work, no one is advised to take more than three severe studies at a time, unless a part of them are simply reviews. *No rules and good order* constitute one of the the striking features of the school; cheap and comfortable boarding another. The work we saw was very creditable. If you want to know more write to the principal, or, what is better, go and see for yourself.

DELAWARE COUNTY.—The semi-annual session of the Delaware county Teachers' Association was held at Muncie, Saturday, November 11. The meeting was large and full of interest. More than 50 teachers were in time to hear the first exercise, and the enrollment for the day reached about 80. This is certainly creditable to the teachers of Delaware. The evening prior to the meeting was occupied by a "Reunion." A paper declamation, and addresses by Sup't. Jas. H. Smart and W. A. Bell were the order. All seemed to enjoy it. A. W. Clancy, chairman of the Executive Committee, was chief manager.

JUDGE JOHN PURDUE, the liberal patron of the University bearing his name, died recently at his home in Lafayette. He still owed the institution \$65,000, which is secured by mortgage on his Warren county farm of 2000 acres.

A GOOD IDEA.—"A Doll's Fair" is to be held in Boston, in December. Boys and girls throughout the country are invited to send dolls and toys of their own making to the publishers of *Wide Awake*, D. Lothrop & Co., Boston. These are to be exhibited, and on Christmas are to be distributed among the sick children in hospitals. Twenty prizes for the best made dolls' suits, and toys, are to be awarded by a committee. For *ten cents* the October *Wide Awake* will be sent by the publishers. Let all the boys and girls interest themselves in this good work.

SHOULD the time of holding the State Association be changed? Several persons have written us in the last year, and made arguments in favor of a change. Let such persons attend the Association and speak for themselves. We do not favor a change. The present time has its disadvantages, but any other time that could be fixed upon would have more.

THE Spiceland Reporter sustains a good educational column.

SOME of our readers will be surprised at seeing in the "Personal" a new name as principal of the Seymour high school, instead of Miss S. H. Hoadley, the late principal, and, by the way, one of the best in the state. It happened this way: Miss H. and her assistant, Miss Georgia Spear, wanted to go to the Centennial and did go without the consent of the superintendent or the Board, and without leaving satisfactory substitutes. They were gone nine days, and when they returned were much surprised to find their places permanently filled by those of whom they knew not. They mourn.

Moral.—Never play hookey to go to a centennial.

FRANKFORT.—Under the direction of sup't. R. G. Boone, a course of lectures will be delivered at Frankfort for the purpose of raising money with which to purchase a reference library for the schools. Persons capable of giving entertaining lectures can be found in nearly every community and within easy reach, who will be glad to lecture for such a cause without compensation, and with an active person or two to manage the matter and *sell the tickets*, a grand reference library might be placed in nearly every high school in the state. "A hint to the wise," etc.

PLYMOUTH.—The Plymouth school building is one of the best in the state, and it is certain that no other one is kept cleaner or freer from marks or scratches. An hour spent in the schools gave us the impression that the order was good, that the teaching was good, and everything about the premises moved like clock work. System is a part of Sup't. Chase's religion.

GOSHEN.—We have favorable reports of the Goshen schools under the management of their new superintendent, A. Blunt. The schools are well graded. The high school course includes Greek. Thirteen teachers are employed.

AUBURN is to have a "splendid new school house" soon, and Michael Siler is to "boss" it.

SUP'T. SMART is at work on his report to the Legislature. His statistics will be presented in a novel and attractive style. But little use is usually made of statistical tables, and we are glad to note this change. There has been added to the school fund in the past year \$71,680.29, and the exact amount of the school fund is now \$8,870,871.93, being the largest permanent school fund in the United States by more than two millions of dollars. The number of teachers licensed last year was 12,055. Next month we shall print Mr. Smart's plea for "Higher Education by the State."

JAPAN.—The recent educational progress of Japan is so wonderful as to be almost incredible. It was only in 1873 that the movement for public education was fully inaugurated, and now the whole country being districted, there are 18,718 public schools, 2,300 private schools, numbering in all 1,725,000 pupils; 51 normal schools, with 5,000 pupils; 21

government colleges with 3,973, providing popular education for more than one in five of the whole population. It is a very significant fact that on the Japanese school records are 422,173 females. To the school expenses the people have contributed by taxation nearly \$1,500,000, the government gift has been about \$950,000, and the voluntary contributions of wealthy men of Japan have amounted to \$1,080,800. As to the attitude of the Japanese government towards Christianity, it is friendly, and it accords it perfect freedom.

WE have seen no better "educational column" anywhere than that in the Peru Republican, edited by Messrs. Stoner & Porter.

PERSONAL

G. L. HARDING, a graduate of Michigan University, is principal of the school at Orland. He is assisted in the academy by Miss Ella Shepard, also an Arbor student.

ALBERT LONG (not J. Long, as given last number), is principal of the Angola high school.

ED. SMITH, is principal at Fremont.

R. A. CHASE, superintendent of the Plymouth schools, has been tendered the principalship of one of the largest schools in Chicago. He declines.

A. B. THRASHER took charge of the Tipton schools under embarrassing circumstances, but is succeeding finely. He always succeeds.

A. W. CLANCY, principal of the Washington school, Muncie, takes the daily papers to his school and encourages the pupils to read them. When any important news is expected, the school is all excitement when the papers arrive.

D. H. H. SHOEMAKER is principal of the Jeffersonville school at Muncie.

Mrs. EMMA MONT. MCRAE is principal of the Muncie high school. Mr. S. D. Luckett is associate teacher.

W. S. HERRICK is principal of the Spencerville schools.

T. H. SHOUB is an active young teacher in DeKalb county. His address is Butler.

J. E. RICHARDSON is principal of the Newport schools.

J. R. GORDON is in charge at Bainbridge.

JOHN A. WINTERS, late of Clyde, Ohio, an Oberlin graduate, is principal of the Seymour high school. Miss Amelia Platter is assistant.

J. N. STEWART is principal at Dalesville.

S. J. ROYER is superintendent at Monticello.

B. F. NEISZ, superintendent of Kentland schools, also superintendent of Newton county, will spend most of the winter visiting the country schools. He will do them good.

W. IRELAN, county superintendent, is principal at Burnettsville.

A. J. BARNES rules at Idaville.

M. F. SCOTT is chief at Princeton.

G. F. McALPINE looks it at Milford.

J. Q. HERVEY is the school man to see at Winamac.

W. A. DAWSON is at Goodland.

ORLIN PHELPS, an early editor of this Journal, now wields the birch at Remington. He is assisted in the high school by Miss M. A. Rolles.

GEO. C. MONROE, superintendent of Jefferson county, appeared in our list of county superintendents, last month, as Geo. C. Morris. He has not changed his name.

Mrs. KATE YAGER is superintendent of the Fowler schools.

Mrs. C. W. HUNT still has charge of the Spencer schools.

INSTITUTES.

MARSHALL COUNTY.—The institute in this county convened Oct. 31, and continued in session five days. There were enrolled 64 males, 37 females, total 101. Average daily attendance 75. Evening lectures were delivered during the session by Hon. Jas. H. Smart, W. A. Bell, and Prof. Yocum, of Bourbon. Prof. Fertich worked in the interest of the institute during the week, and delivered a lecture one evening.

The superintendent is making a great effort to grade the schools of the county, which, of course, will only result in good.

STEBEN COUNTY.—The Steuben County Teachers' Institute met at Angola Nov. 13, 1876, and enrolled 126 members the first day. The enrollment for the week was 284. Prof. W. H. Fertich was present the entire week, and worked most faithfully and efficiently. Mr. Fertich will long be remembered by the teachers of Steuben county. Other prominent workers were W. A. Bell, of the "School Journal," J. Goodison, of Chicago, State Sup't. J. H. Smart, Professor W. H. Payne, of the schools at Adrian, Mich., Cyrus Smith, of Jackson, Mich., Dr. Irwin, of Fort Wayne, J. M. Olcott of Indianapolis, Drs. Crain, Wood, Fenton, and Tengling, of Angola, and P. J. Lockwood, of Auburn.

An important feature of the institute was its evening sessions. Very interesting and instructive lectures were delivered by Profs. Fertich, Smart, Bell, and Payne. The institute is conceded by all who were present, to be the best one ever held in our county, and its success is mainly due to the preliminary work of our worthy and efficient superintendent, Cyrus Clize.

H. D. LONG, Sec'y.

WHITLEY COUNTY.—The institute met at Columbia City, October 28. Total enrollment, 171. The work of the institute was chiefly done by home teachers, the only worker from abroad being W. A. Bell, Editor of the *School Journal*. He spent one day with us and gave an evening lecture. Among our own instructors may be named the superintendent, S. J. Hunt, F. B. Moe, W. F. McNagny, J. D. Coverstone, A. J. Landis, R. C. Saylor, J. E. McDonald, B. F. Humbarger, J. C. Kinsely, Miss Mina Lord. The institute was deemed a good one.

Seventy-five teachers were examined that week for licenses to teach. Instead of holding the examination on Saturday, as is the custom, each morning until 10:30 was occupied for this purpose. A. J. Douglass has been superintendent for many years, and has the confidence of the teachers.

ELKHART COUNTY.—The Elkhart County Teachers' Institute was held at Goshen the first week in October. There were 212 in attendance. Instruction was given by Profs. Olcott, Bell, Wentworth, Smith, Van Der Velpen, and others. An unusual interest was sustained throughout, notwithstanding the political excitement at the time. The Institute published a catalogue and a report of the work done during the session. Professor Moury, the county superintendent, presided, which is a sufficient guarantee that a good amount of excellent work was accomplished. Seventy-four teachers subscribed for the *Journal*. The Institute was held during the week following the close of the Elkhart County Normal School. This school is doing very much for the educational interests of Northern Indiana, and is worthy of being classed among our best institutions for the training of teachers. There were 140 in attendance during the fall term. Five graduates in the Normal Department. The spring term will begin April 2, 1877. A large portion of the schools of the county have begun. The Goshen public schools are in a high degree of prosperity under their new management. The schools have undergone a thorough revision in their management and course of study. Educational work in this county is progressing. * * *

DEKALB COUNTY.—The DeKalb County Institute met Dec. 6. The enrollment the first day was 67, and, at the close, was 228, about all of whom are, or expect to become, teachers. This is always one of the largest institutes in the state. Instruction by resident teachers is the general order in this county. Among the home workers are the county superintendent, Jas. A. Barns, D. M. Allen, Michael Siler, D. D. Luke, T. H. Shoub, Mrs. A. E. Thomas, and Mrs. Ziegler. Prof. W. H. Fertich was present and did some very acceptable work, besides giving an excellent evening lecture and an elocutionary entertainment which was well received. Rev. W. L. Sanders gave an evening lecture on *Backbone* that was good. W. H. Hoffman and Frankie Boyd were secretaries.

BOOK-TABLE.

THE TRUE ORDER OF STUDIES, by Thomas Hill. New York: G. W. Putnam's Sons. For sale by Yohn & Porter, Indianapolis.

Dr. Hill, the author of the above named book, former president of Antioch College, and later of Harvard University, is well known as one of the most profound thinkers in this country, and it is further known that the subject of this book has claimed his special attention for more than thirty years. His conclusions, therefore, are worthy of profound consideration. The plan of the book is this: The first chapter, entitled *The Child*, classifies the faculties of the mind with reference to the order of their development. The second, "*The Hierarchy of Sciences*," discusses briefly the nature of the various branches with reference to their application or adaptation to the mind at its various stages. Following this are chapters on each of the following subjects: geometry, arithmetic, physics, chemistry, mineralogy, physiology, botany, zoology, geology, commodity, art, language, law, political economy, psychology, aesthetics, ethics, theology, scholia, a curriculum. These are given in the natural order in which the author thinks they can be studied with most success. Not a few will be surprised at the arrangement, but no one will condemn it hastily, and certainly not until what Dr. Hill has said has been well studied. The book is a valuable one to any teacher's library.

INDIANA EDITION OF THE ECLECTIC GEOGRAPHIES. Cincinnati: Wilson, Hinkle & Co.

The Indiana Edition of the Eclectic Geographies is before us, and we have examined it carefully. The geographies which we have before noticed are familiar to most of our readers. The last edition contains some new maps and other improvements.

The Indiana part is most complete. Besides a full page map of the state, which is an accurate, full, and beautiful one, we have ten pages of descriptive text, including several pictorial illustrations. On these ten large pages is concentrated a fund of valuable information. Aside from appropriate map questions, the state is described under the following heads: Position, Surface, Rivers, Lakes, Climate, Soil, Vegetation, Animals, Minerals, Inhabitants, Occupations and Productions, Government, Education, and Counties and Towns. Under the last named head is given a short description of each county. On the last page is given a syllabus for Oral Instruction, and instructions for drawing the maps. Hereafter when teachers are urged to teach "home geography," they cannot plead ignorance and inability to gain the desired information.

SCIENCE FOR THE SCHOOL AND FAMILY. Hooker's Chemistry. New York: Harper & Bros. J. M. Olcott, Western Agent.

This book, vol. II., is intended for high schools and academies. It has just been revised and is entirely up with the times in regard to the latest

discoveries and newest theories. The latest nomenclature and chemical formulæ are employed, and all is put in a simple yet scientific way. The book is valuable because it includes only that which every well informed person ought to know. It is a book for study and not a book of reference, and is emphatically a chemistry of *common things*. It is arranged so that the simplest and most interesting topics come first, and last, but not least, most of the experiments can be performed with simple apparatus, at small expense. The summaries and review questions will be found valuable.

SCIENCE OF ARITHMETIC, by Edward Olney. New York: Sheldon & Company.

This book is what the name indicates, the *science* of arithmetic. It takes for granted that students using it are familiar with all that is usually given in common school arithmetics. All the elementary subjects are discussed, but are presented in a fresh and logical way that lends new light and gives interest. While it is intended for high school students, it will be valuable to any teacher of "practical" arithmetic who wishes to go beneath the surface and be broader than his text-book.

HISTORY OF EUROPE, by E. A. Freeman, D. C. L., LL. D., late fellow of Trinity College, Oxford. New York: D. Appleton.

We are indebted to the Appletons for a great deal of the most valuable scientific literature that is known to Americans. To place the American public still more in their power in this direction, they have issued a series of small books, on history and scientific subjects, which they call "Science Primers," and forming one of these series, we find the book under consideration. By Primer, it is not to be understood that these are books for young or weak minds; the term only applies to the size of the volume. The author, in the History of Europe, relates the events of that continent, from the earliest times up to present in 150 pages, and yet never leaves the impression of hurrying or crowding events. It is said to be one of the most praiseworthy books of the season.

LOCAL.

DOUBTLESS every teacher that visited the Centennial took a ride in the rolling chairs and noticed that they were made of perforated wood. The wonder was that such thin wood did not break or get out of shape during the six months' constant and rough usage. The explanation is that they were made of three layers of wood glued together with the grains crossed. The query arose, why not have school houses orna-

mented with furniture, etc., made of this kind of material? Thomas Charles, of 63 Washington st., Chicago, writes us that although he did not go to the Centennial, where other people learned so much, he can answer the above question, if any one will write him.

NEW HYMN BOOK—LATEST OUT.—A neat and convenient volume, entitled *SPIRITUAL HYMNS*, is just from the press. It confidently claims to be the best adapted to all religious meetings—prayer meetings, praise meetings, protracted meetings, Sunday schools, etc., embracing, as it does, the old and the new hymns that are most pure, inspiring, helpful, and scriptural in sentiment, and most used in all parts of the country and among all denominations. A large number of the hymns in this valuable collection are those sung in the Moody and Sankey meetings in England, New York, Philadelphia, and now in Chicago. The book is the result of twenty years' experience in the publication of religious literature, and in pastoral and evangelistic labor, and is believed to be the best adapted, of any convenient sized, neat and cheap work in the market, for pulpit use, home use, prayer and praise meetings, anniversaries, Christmas, Christmas trees, Sunday schools, all special occasions, etc. With the hymns of this book there are nearly all the best of both the old and the new tunes—the tunes now most used in all churches. Price, wholesale, bound in heavy, neat, durable board, ten copies for \$3, and same rates for larger orders. Sample copies will be sent for thirty cents. In fine leather rep binding, forty cents per copy. Address

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VOL. XXI.

JANUARY

No. 1

INDIANA
School Journal

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ASSOCIATE EDITORS:

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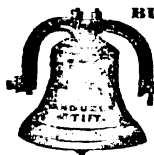
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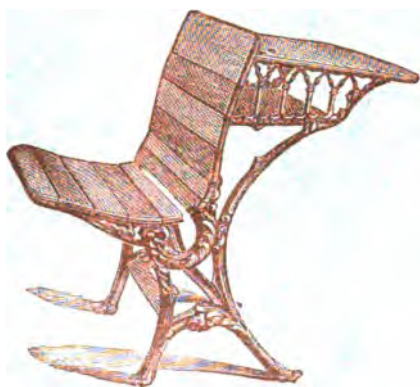
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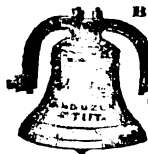
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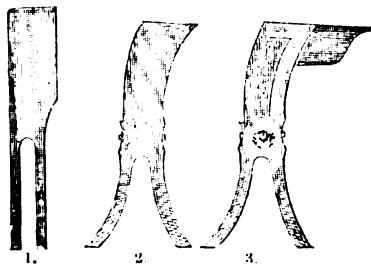
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MARCH.

No. 3

INDIANA

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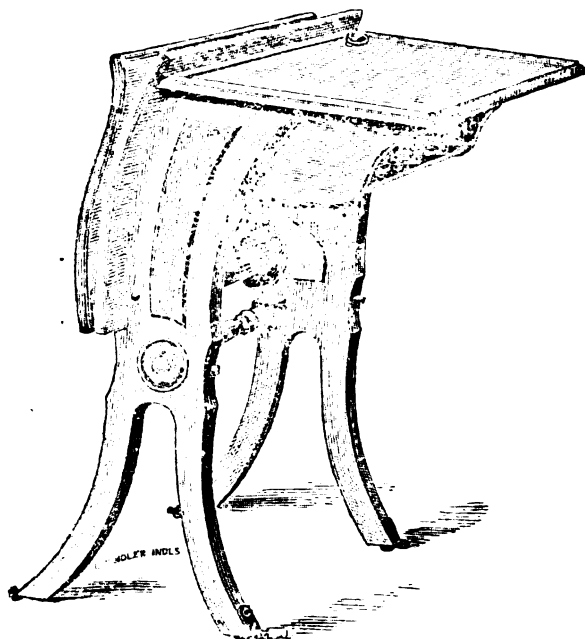
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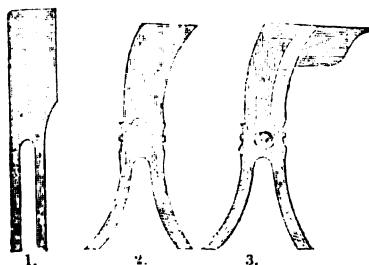
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APRIL.

No. 4.

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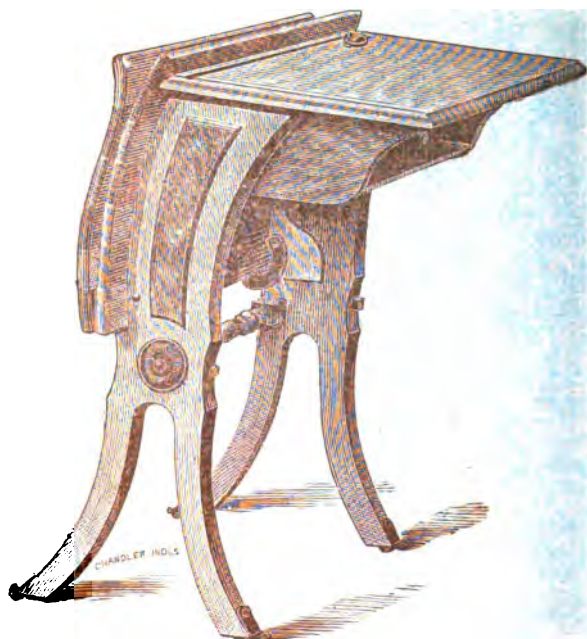
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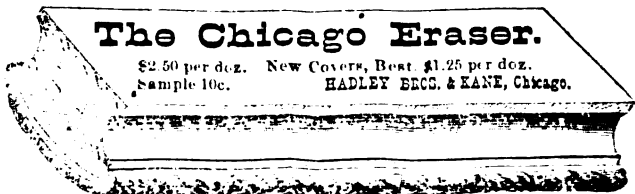
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TABLE OF CONTENTS.

	PAGE.
Kindergarten Toys, and how to use them	1
Primary Teaching	8
Teacher's Daily Preparation	11
Geography	14
Importance of Preparation	16
Emotions and Resolutions	18
The Origin and Idea of the School—How to realize the Idea	20
What knowledge is of most worth	22
Science in the public schools	25
OFFICIAL—	
Correspondence between the Treasurer of State and the Superintendent of Public Instruction relative to School Fund	26
EDITORIAL—	
Happy New Year—Study of English Composition	28
State Superintendency—High and Low Standards	30
Money Found	31
The Centennial—The President on Public Schools	32
MISCELLANY—	
Questions for the examination of teachers	34
County Superintendency Law	36
Northern Indiana Normal School and Business Institute	36
Centennial Notes	38
Is it honest	40
Personal	43
Institutes	44
Book-table	45
Local	49

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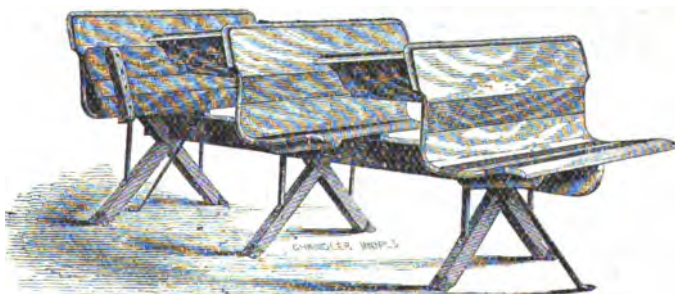
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SIR:—I have the honor to acknowledge the receipt, this morning, of your letter of the 4th ultimo, saying that it has been publicly stated that Worcester's Quarto Dictionary is not considered as an authority in any Department of the Government, and inquiring whether this is a fact as regards the Department of State. In reply, I have to say, that such is not the fact as regards this Department. On the contrary, we have frequent occasion to refer to that Dictionary, and regard it as a valuable aid and authority.

I have the honor to be, sir, your obedient servant,

HAMILTON FISH.

DEPARTMENT OF JUSTICE.

WASHINGTON, Feb. 24, 1874.

GENTLEMEN:—Your agent has called my attention to a circular said to have been "issued by the publishers of Webster's Dictionary, and widely circulated," to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster's is the only dictionary recognized as authority.

What is meant by discarding one dictionary and adopting another, I do not know; but I am willing to say that in the Department of Justice both dictionaries, as well as Richardson's, are deposited in the library and used for reference. Each official of the Department, of course, has its own authority for spelling, but in all printing done under my direction, the authority of Dr. Worcester is adopted as the standard.

I remain very respectfully yours,

CLEMENT HUGH HILL.

To Messrs. BREWER & TILESTON, Boston.

TREASURY DEPARTMENT.

OFFICE OF THE SECRETARY, Feb. 20, 1874.

MESSRS. BREWER & TILESTON, Publishers of Worcester's Dictionaries.

GENTLEMEN:—I have the honor to acknowledge the receipt of your note of the 18th inst., in which you state that a circular has been issued by the publishers of Webster's Dictionary, and widely distributed, to the effect that Worcester's Dictionaries have been discarded by Congress and the Departments of Government, and that Webster is the only dictionary recognized as authority. You request me to state whether any such action has been taken by this Department. In reply thereto, I have to say that both Worcester's and Webster's Dictionaries are used for reference in the Treasury Department, but that Worcester's is relied upon as the standard for spelling in the printing done under the direction of this Department.

Very respectfully,

WM. A. RICHARDSON, Secretary.

SMITHSONIAN INSTITUTION.

WASHINGTON, Feb. 20, 1874.

GENTLEMEN:—At the commencement of the operations of this Institution, I referred the question as to the Dictionary the Smithsonian should adopt as the standard for spelling and definitions, to a committee of literary gentlemen, and on their recommendation adopted that of Worcester, which has been continued as the standard to the present time. Yours very truly,

DR. T. M. BREWER.

JOSEPH HENRY,
Sec'y Smithsonian Institution.

LIBRARY OF CONGRESS.

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GENTLEMEN:—The report having been made that Webster's English Dictionary adopted as the standard by national officers, to the exclusion of Worcester's, I take occasion to say that so far as the Library of Congress is concerned, Webster has never been followed in orthography in printing its catalogues, reports, or any other documents. On the contrary, wherever proofs from the Congressional Printing Office embody the innovations upon English orthography as established by the usage of all great writers which Webster introduced, they are invariably returned with corrections restoring the established spelling by Worcester and the usage of all great English writers.

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TABLE OF CONTENTS.

	PAGE.
Drawing in public schools.....	97
Kindergarten Toys, and how to use them.....	106
Comparative value of the study of Latin and German in the High Schools.....	111
Liberal Learning and High Life.....	114
Results of Education.....	118
Recitation Hearing.....	120
OFFICIAL—	
Extracts from the forthcoming report of the State Superintend- ent of Public Instruction.....	121
EDITORIAL—	
Good Behaviour.....	124
Higher Education—Danger.....	125
Teaching Children to Study.....	127
Normal.....	128
Red Tape.....	129
The Centennial.....	130
Politics and Education.....	131
State Superintendency.....	132
Purdue University.....	133
MISCELLANY—	
Questions for the examination of teachers.....	134
The Centennial—Indiana.....	136
State University.....	137
Personal.....	139
Institutes.....	141
Local.....	142
State Normal School.....	142

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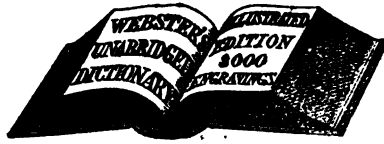
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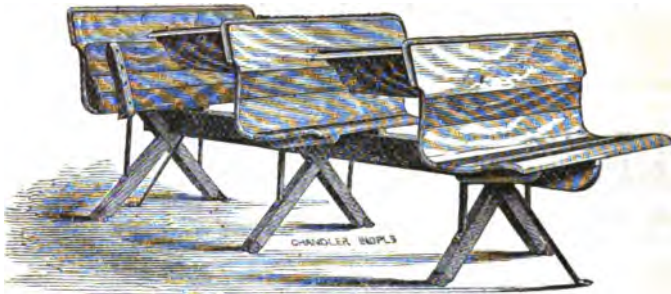
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Profs. Asa Gray, S. H. Taylor, Joel Parker, Francis Bowen, J. R. Boise, E. N. Hosford, Francis Leiber, S. S. Cutting, L. H. Atwater, A. J. Upson, Charles Davis, D. B. Tower, F. J. Childs, Jos. Lovering, J. O. F. Curry, Henry Smith, J. D. Butler, O. W. Nsime, Benj. Greenleaf, John Strong, Geo. McMillen, F. W. Dunn, A. H. Lowrie, G. T. Fairchild, A. J. Cook, O. K. Adams, M. L. D'Ooge, H. S. Frieze,

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perpetually made one—intangible made tangible; aspirations, deeds. As the Morn, merely by her *advancing* rosiness, compels the surly night to yield hidden riches, so shall our To-day, ever glowing with honest energy, bright with cheering hope, and intense with definite purpose, advance upon the spectral problems and ghostly forms of our to-morrow.

A true Normalite never, for "cheap means putting Heaven's ends in pawn," sniffles plagiarized cynicisms about "making resolutions," nor with profound shallowness of consistency, *resolves* to make no more (good) *resolutions*. Doing is never without daring. Brave is he who dares and does. Braver is he who daring, fails, yet dares again and does at last. It is a coward that failures crush. But he who resolves not to dare, confesses to a craven-heartedness as sneaking as it is pusillanimous.

"Luck hates the slow and loves the bold,
Soon come the darkness and the cold.
Greatly begin! tho' thou have time
But for a line, be that sublime!
Not failure, but *low aim* is crime."

And in this, dear friends, is the gist of the self-training which the Normal aims to inspire. It supplants time-stealing growls with high resolves; substitutes for shirk-breeding sneers, dove-bred praises; for ill-natured cynicism, inspiring cheerfulness; for loitering selfishness, generous decision; and so tends to make of us "the poorest of excuses" the manliest men. Are not my thoughts your thoughts, my friends? Are we not, five thousand of us at least, united in a philosophy, practicing which we shall (for err we must, doubtless,) make those "errors of excess," which are infinitely more tolerable and pardonable than the timidly maudlin "errors of deficiency?"

As I think what a REUNION of so many brave hearts may effect, during this new year and succeeding years, for honesty and virtue, and humanity and God, I glow with aspirations which I know you share, with an ambition which I hope is equally yours, and with a gratitude which I doubt not is so much yours that it shall mold in all our hearts the mutual memories of the old and hopes of the new year.

And now we have had our "promenading chat," let's come to order and see "what for a programme" "Heber" has prepared.

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THE REUNION.

Outlining.

This means of investigation, so peculiar to our institution, is a clearly defined science. That is, it involves certain technicalities for which fixed names must be furnished, and certain principles which may be systematically presented.

While the following logical discussion should not be given or imitated by the teacher in first presenting the subject to the school, it will, I hope, furnish such aid as will ensure a consistent use of terms, and so make more effective any efforts to introduce what I consider one of the *healthiest* methods of investigation and instruction.

OUTLINE OF OUTLINING.

1¹ Systems.

1² Brace. 2² Position. 3² Exponential. 4² Letter. 5² Composite.

2¹ Nomenclature.

1² Notation.

1³ Brace. 2³ Index.

1⁴ Arms. 1⁴ General.

2⁴ Apex. 2⁴ Special.

1⁵ Co-ordinal. 2⁵ Subordinal.

2² Headings.

1³ Superordinate. 2³ Co-ordinate. 3³ Subordinate.

3¹ Divisions.

1² Definition. 2² Partition. 3² Division. 4² Description. 5² Exemplification. 6² Comparison and contrast. 7² Narration. 8² Applications.

4¹ Principles.

1² No heading should be introduced which has no co-ordinate.

2² Ordinarily, all co-ordinates should stand in a vertical order. Sometimes a lateral arrangement of co-ordinates (as in this outline) will economize space.

3² Subordinates should stand underneath and to the right of their superordinates.

4² The theme should not be indexed, unless it is itself subordinate to some superordinate.

ELABORATION OF THE OUTLINE.

DEFINITION.—Outlining is that method of investigating a given subject which consists (1) of the determination of its important divisions and subdivisions, and (2) of their arrangement in a systematic order, preparatory to elaboration.

The subject to be investigated is called the *Theme*; the divisions and subdivisions, *Heads* (or *Headings*) and *Subheads*; the Theme with its subheads properly arranged, an *Outline*. The term Head or Heading is applicable to the Theme or any of its Subheads.

The process of arranging the heads according to their *Rank* or logical relation is termed *Ordination* or *Ranking*.

1¹ **SYSTEMS**—A system of outlining is a method of indicating the rank of the heads and subheads by a certain *Notation*, that is, by certain logical marks, such as braces, headings, etc.

1² The *Brace* system ordinales headings by Brace notation; that is, uses Braces, thus:

Tables. (Theme.)	{	Parts.	{	Top. Body. Legs.	{	Sides. Drawers.
		Kinds.	{	Dining. Parlor, Billiard, etc.		

2² The *Position* system ordinales by placing heads of equal rank *vertically* or horizontally, and those inferior to a certain head underneath and to the right of it, thus:

Tables.				
Parts.				
Top.				
Body.				
Sides.		Drawers.		
Legs.				
Kinds.				
Dining.	Parlor.	Billiard, etc.		

3² The *Exponential* system ordinales by position, but also indicates the logical rank of each head by a number (Index) composed of a basal figure (Co-ordinal) and an exponential figure (Subordinal), thus:

Table (theme).

1 ¹ Parts.			
1 ² Top.	2 ² Body.	3 ² Legs.	
	1 ³ Sides.		
	2 ³ Drawers.		
2 ¹ Kinds.			
1 ² Dining.	2 ² Parlor.	3 ² Billiard, etc.	

4² The *Letter* system ordinales by position and by letters or simple figures, thus:

Table.

A. Parts.			
a. Top.	b. Body.	c. Legs.	
	1. Sides.		
	2. Drawers.		
B. Kinds.			
a. Dining.	b. Parlor.	c. Billiard.	

5² The *Composite* system, taking the *Position* system as its base, ordinales with any or all the others, according to the space to be occupied on the paper.

2¹ **NOMENCLATURE** is that division of our science which treats of the technical terms or names used.

1² *Notation* is that peculiarity of a system by which it indicates the logical rank of the headings.

1⁴ The *Brace* consists of the 1⁴ *Arms* and 2⁴ *Apex*. The apex of a brace always points to the heading, the subheads of which the arms are made to include. The *Reverse brace* and *Double brace* are sufficiently defined by their names. The apex or arms of a brace may be extended to any length and in any direction.

2³ The *Index* is the numeral used in the Exponential system. Every head has a 2⁴ *Special Index*, which is composed of the 1⁵ *Co-ordinal*, which numbers the heads of equal rank, and the 2⁵ *Subordinal*, which indicates the degree of logical inferiority or *Subordination* of the head. Thus the *Special Index* of "Drawers" is 2³. The *Co-ordinal*, 2, indicates that it is the 2d of the two equal rank heads under "Body." The *subordinal*, 3, indicates that it is in the 3d degree of subordination to the Theme, "Table." Every head has also a 1⁴ *General Index*, which is a collection of those special indexes, starting from the Theme, which will completely indicate the position of the heading in the general outline; or, it is the *Special Index* of the heading preceded by the indexes of its successive superordinates, thus, 1¹ 2² 2³ is the *General Index* of the heading, "drawers."

2³ *Headings*. The nomenclature of the headings is very simple. The heading next superior to a certain head is its *Superordinate*. Any superior head is a superordinate to its inferiors, thus: "table" is the superordinate of "parts" and "kinds," it is also a superordinate to every head in the outline.

A head inferior to a certain head is its *Subordinate*. Any inferior head is a subordinate to all its superior or superordinates, thus, "parts" and "kinds" are the Subordinates to "table." Any subhead is a subordinate to the theme.

A head equal in rank with another, and included under the same immediate superordinate head is its *Co-ordinate*, thus, "top," "body" and "legs" are co-ordinates, and each one is said to be co-ordinate with the others. Notice the prepositions, superordinate to, subordinate to, co-ordinate with.

3¹ *DIVISIONS*.—These are general heads to be used in outlining subjects. All of these can be used with most subjects. The most of them with all. They are suggestive of the main lines of thought to be taken in the discussion of a theme. For instance, if Table is the theme upon which I wish to write, I will first outline it, using these eight divisions for my first subheads or subordinates. I should indicate in the outline that it should be defined, by the head, *Definition*; second, that its parts should be given by the head, *Partition*; third, that the kinds of table should be given by the head, *Divisions*; fourth, that a table should be described by *Description*; fifth, that some good example of a table should be given by *Exemplification*; sixth, that certain tables, for instance, that of a poor man and that of a rich man, should be compared and contrasted, by *Comparison* and *Contrast*; seventh, that the history of a certain table, or of tables generally, should be given by *Narrative*; eighth, that the uses of tables should be given by *applications*. Of course these main heads would then be divided and subdivided, which would be the further expansion of the outline. After thus outlining the subject, an essay upon the theme "Tables" would be an easy matter; at any rate, "nothing to write" would not be the complaint.

In my next article I shall present the Normal method of using outlining as a means of arousing in pupils study that is delightful because it is intense, thorough and masterly, and give the processes by which pupils are trained to a logical and cogent style of expression, both written and oral.

"Why, does he come down on them pretty roughly?"

"No, sir, not exactly that, but he manages in a quiet way to make one feel rather small. He always gives us to understand that he does not and would not manage the matter, but that we must. You see such a thing is so easily done, there is no satisfaction in it."

"Are there no monitors scattered over the room to keep order?"

"Monitors to keep order! No, sir. Every teacher and officer of the school is up in front. We pupils keep our own order, if you please, sir."

Again my guide seemed a little sensitive, and I could see that his surroundings seemed to *cultivate* in him a healthy kind of personality that presumed to be "above suspicion."

"Excuse me," I remarked, "but I should like to ask you if every Normalite is as proud about these matters as you are?"

"Well, perhaps not every one, but so large a majority are, that the few who prefer to be *boys*, though treated like *men*, do not have much influence, and they come to their senses before they have been here a term."

While I was thus talking in a whisper, several announcements were made by the teachers. One lady teacher appointed meetings for "sections" in U. S. History, in English History, and in English Literature. Another teacher, a gentleman, announced what he called a "letter section," saying also that letters were due, whereupon several of the teachers passed through the room and collected quantities of what seemed to be letters. Wondering whether all those were to be mailed I inquired again of my guide what it meant.

"These are letters written as an exercise in composition, by those members of school who have not had any previous drill in original composition. They are collected here, because the pupils are scattered through many classes, and could not be otherwise reached. One teacher has charge of this work, meets the pupils in sections of twenty, once to hear them read, and again to hear them report corrections of criticisms made on their letters by the teachers."

"What of those who *should* write, and do not?"

"Why, they lose the advantage, that's all. Professor tells them he *can't*, and he don't believe the Lord *will* help those who won't help themselves."

"Were the sections called by the lady, composition exercises, too?"

"Yes, sir. They are more advanced, and arranged to encourage reading and study in history and literature."

"Would I be permitted to visit these sections?"

"Certainly. You can visit any recitations you please. You ought to visit these sections. They are peculiar to this school, and are an effective means of culture which the students prize too much to lose. It leads us to consult the books in the library which is always open for our convenience."

"What was that the Professor, as you call him, said?"

"Miscellaneous business. Let's see what will come up. There, some one raises his hand, snaps, and is called out by the Professor. He says he has lost his umbrella in Room 4, Academy. Now, the janitor raises his hand, says it is at his room. Umbrellas don't come back always in that way, though."

Now some one else snaps. Professor calls his name. He rises, exhibits a hat and says he exchanged at the Reunion. Several other hats come up in response. The school laughs. The Professor says "The Hat Committee will meet in the left hand ante-room." So other announcements are made, when after a brief lull, I hear, what can it be? My own name! Why. "What does this mean?" I say to my guide, "Some one in school by my name?"

"No, sir; you are being called on for a speech."

"Who, I? Why, no one knows me here. What's to be done?"

"You are the judge, sir. It is quite an honor. They never call thus upon any one but Returned Normalites and *distinguished* visitors. They are calling yet, and the Professor is waiting on you. You are too late now. He has called 'Any other business?' The school would have been pleased to hear something from you."

"Well," I think to myself, "this is a plan of 'culture' which may be pleasant for Returned Normalites, but is rather overcoming to a stranger!" Hardly yet out of my surprise and confusion, I hear the Professor announce that one of the teachers would address the school. A lively, inspiring speech it was, too. Why, there is more in that young man than I thought. He was listened to with the closest attention, and heartily applauded at the close, when, the Professor saying "We are excused," the exercises are ended and the scene breaks up in apparent enjoyment and good feeling.

"Do you have as great a variety as this here every morning?" I ask. "Generally. Some times much more. If it were close of term, or New Year or some holiday, we would call for and get a short speech from nearly every teacher on the stage."

"Well, I don't wonder you like to come to 'General X.' as you call it. It is well calculated to be an instructive, inspiring, 'jolly send-off' for the day."

"Yes, sir. Won't you stay to the Grammar class?"

"No, thanks! I am greatly obliged for your attention, and shall be glad to visit the classes at another time."

So, lost amid the throng hastening to their respective duties, I muse upon the difference between these "General Exercises" and the "chapel exercises" of most other institutions. Here, attendance is entirely voluntary; there compulsory, and pupils are rigorously "marked" for non-attendance. The one cultivates good will in freedom, the other forces ill will by restraint. Here the sexes being commingled, a pleasant social opportunity is afforded; there, but one sex being present they are under the severest restrictions as to order. The one thus aims at social culture under circumstances of freedom and *self-restraint*; the other cultivates the habit of evasion and mischief from being watched; and the disposition to antagonize restraint, because it is restraint. Here the music is by a choir composed of both sexes, and is the result of a *regular* school exercise and is thus really enjoyed by the school; there, the singing by male voices, alone, is the result of irregular instruction and is frequently anything but enjoyable. Here the religious exercises are brief, instructive and inspiring; comments upon a brief reading from the Scriptures, followed by an earnest prayer suited each day to the duties of the day; there a formal reading of a long chapter from the Bible, with no comments, followed by a more formal and lengthy prayer, repeated nearly verbatim each morning. The one makes religious exercises attractive and helpful, the other makes them repulsively dull, and confessedly a bore. Here the religious exercises are but a part, though a genuinely important part of the whole exercises; there they form the only feature and because of compulsion and dead formality are made a "by-word." Here opportunity is given any member of the school to make any announcement or statement or advertisement or inquiry; there, such a thing is unheard of. Here the *whole* faculty is present and heartily participating with the whole school in the enjoyment of the exercises, and each member of it in turn freely contributing an effort to entertain and instruct by a short address or otherwise. I doubt if such a thing is practiced in any other school on the continent. Here, general and special directions are given by the respective teachers as to the work of certain classes, as to the method of studying, as to the use of the library, etc., etc., which makes the "General Exercises" a most valuable guide and incitement toward literary culture.

THE REUNION.

The different varieties of culture afforded by these "General Exercises" appear manifest. The exercises being all voluntary, the *will* is cultivated in *liberty*. The unrestrained association of the sexes makes *social culture* natural and agreeable. The religious exercises, which are never formal, make true *heart culture* possible. The guidance and inspiration as to the school-work in its relation to life-work are indispensable aids to a literary culture. The freedom granted to pupils to make their own announcements, the entire absence of monitors or police regulations of any kind, joined with the other elements of interest, and the prevailing good feeling, go far to make up a splendid opportunity for the generous development of an honest, hearty, Christian, and refined individuality.

This is the aim of the general exercises, and Normalites certify that a conscientious effort is made every morning to reach this ideal.

In another article I shall visit the classes of the Preparatory Department and discover the means and processes there existing for the attainment of the Normal *ideal* of culture.

MARRIAGES.

Scott, I. C., and Miss Wickersham, Lebanon, Ill.
 Whitehead, Lizzie, and J. J. Wheeler, Rome, Ind.
 Eastman, Mell, and — Hays, New Holland, O.
 Clark, Luella, and Jas. M. Emery, Lock Haven, Pa.
 Swearinger, Maggie, and Mr. Moody McClung, Bethany, O.
 Chas. W. Vernon and Miss Clarie Rutter, Sept. 9, 1876.
 Tudor, E. W. H., and Miss Connie Leever, Mulberry, O.
 Jenkins, J. M., and —, Buck Grove, O.
 Trout, Phillip, and —, Noblesville, O.
 Shipman, Jas., and Miss Mattie E. Hays.
 Brock, D. T., —.
 Robb, Miss Dollie, and Mr. White, Jeffersonville, Ind
 Dikerman, S. F., and —, Delta, O.
 Dewitt, B. F., and —, Paulding, O.
 Matson, G. F., and Miss Sallie Noe, Bethlehem, Ind.
 Mentzer, D. B., and Mary Good, Waynesboro, Pa.
 White, J. L., Class '70, and Payne, Franklin, Ind.
 Davis, A. J., and Miss Anna M. Kerr.
 Campbell, W. H., sci. '73, and Miss Ella Bartlett.
 Jennings, Eliza, and Mr. Orr, of California,
 Williams, Miss Belle, and Rev. S. D. Smith.
 Heskit, W. E., and Miss Lou Linder.
 Kuhn, Lou, to Mr. Kerper, of Cincinnati.
 Tillie Woodruff to Dr. S. Jerman, So. Milan, Ind.

OBITUARY.

Bowen, Nannie S., hasty consumption, Nov. 13, 1874.
 Scott, L. M., consumption, May 30, 1875.
 Curl, Lida, consumption, Dec. 5, 1875.
 Longenecker, A. A., consumption, Jan. 11, 1875.

THE SCIENTIFIC REUNION.

The success of the efforts of the Scientific class to provide entertainment for a Reunion was so decided I am tempted to give you a very brief account of their "Programme." While the promenading was going on, they exhibited on the stage fifty remarkable specimens of art, which the many exam-

ined free of charge, going in at the right door, coming out at the left. This art gallery was so wonderful I am constrained to give you one of the *printed programmes* which were distributed to the audience.

When order was called, music was furnished by the Normal Glee Club. Mr. Brouse then gave a recitation, which was well received. This was followed by the Trial Scene from *Pickwick Papers*. Some twenty Scientifics participated in it, and it was so emphatically successful, the ladies of the Presbyterian church extended an invitation to have it repeated at a public "Dickens Entertainment," given Christmas Eve. Owing to the interference with regular duties which the acceptance of the invitation would occasion it was kindly declined.

The Trial Scene was followed by an amusing pantomime which "brought down the house." Thus closed the exercises.

I understand that the next is to be a "Leap Year Reunion." Now, boys, I hope your chance is at hand. Here it is rumored that not a single gentleman is to go unattended. Thus coals of fire are to be heaped upon the heads of the stronger sex, who, though thrice the number of their sisters have not hesitated to let ladies appear at Reunion without an escort.

The following is the programme of the Art Gallery. You will "see the point" of it when I tell you that No. 1 was a dollar bill; 2 was a looking-glass in which you would have seen *yourself*, had you been there; 3 was a long branch from some tree; 4 was a wooden faucet; 5 was a bridle; 6 was a collection of locks and keys, and so on. Notice also the names of artists, each one is a "goak."

EXHIBITION OF WORKS OF ART AND CURIOSITIES FROM DISTINGUISHED ARTISTS.

To be given at the Normal Reunion. Doors open at 7 o'clock. Admission free to all Normalites.

No. 1, Portrait of General Washington—Powers. 2, Portrait of a Distinguished Individual—Unknown. 3, View of Long Branch—Waters. 4, Wild Game (Woodcock)—U. Turner. 5, Bridal Scene—S. T. Able. 6, Things to Adore—H. Ardware. 7, The Light of Other Days—T. Chandler. 8, High Tide—Spanish Artist. 9, Sweet Memories—M. Other. 10, The Four Seasons—Bill. 11, The Mill by the Waterfall—H. Dresser. 12, A Fruit Piece—B. Flower. 13, Mustered In and Mustered Out—beautiful companion pieces in oil—McOle. 14, The American Commentators—P. Patch. 15, Jack and Gill—Wood. 16, The Flower that Never Fades—Miller. 17, The Wayworn Travelers—Walker. 18, 'Tis Greece, but Living Greece no more—Butcher. 19, The Harp of the Israelites—B. Low. 20, Collection of Shells—C. Raque. 21, The Horse Fair—G. Rain. 22, My Own, my Native Land—O. Hio. 23, All Afloat—S. Aylor. 24, View of the Red Sea and Plain Beyond—Fario. 25, Wax Figures in Repose, contradicting the adage: "Figures won't Lie"—Artemar. 26, The Marble Group—A. Boy. 27, Bonaparte Crossing the Rhine—German Valley. 28, Woodcut—Sawyer. 29, Sweet Sixteen—S. Cain. 30, Misplaced Confidence—C. Session. 31, Ruins in China—S. M. Asher. 32, Field Piece which can't be beat—Gardner. 33, Tax on Tea—J. Bull. 34, Whaling Implements—Birch. 35, The Last Lay of the Minstrel—Henisee. 36, Specimen of Quartz—Maltby. 37, Crossing the Styx—Charon. 38, The Skipper's Home—R. King. 39, Hidden Tears—Hoe. 40, The Hermit of the Nineteenth Century—Weaver. 41, The Cruel Scene—Nero. 42, The Old Colonel and the Lynx—B. A. Lance. 43, The Evergreen Vale—Cole. 44, The Black Friar—Cooke. 45, Black Eyes or Blue (the sweetest eyes that e're were seen)—L. Fellow. 46, The Star of the East—Baker. 47, The Lone Boat, an Army Scene—Thurlow. 48, Common Sense—B. Outwell. 49, The Sun that Never Sets—Crow. 50, The Skeleton Behind the Door—

THE NATIONAL NORMAL SCIENTIFIC ASSOCIATION.

This is a growing institution. You should visit its room. Glass doors have been lately added to the shelving. Many additions made to the collection, and other improvements made. Under its auspices, also, there has been inaugurated an extensive system of exchanging with many similar institutions in the country, and I am now authorized to state that it will furnish, neatly packed in suitable boxes, with label enclosed, 50 species of fossils and minerals for \$8.00; 30 fossil species for \$5.00; and 20 varieties of minerals for \$4.00. These are very reasonable terms, in my opinion. For further information write to Mr. Z. T. Loer, Assistant Custodian.

Members and friends of the Association are particularly requested to send any materials that you can spare and that are suitable, either for exchange or for the cabinet. An equivalent in exchange will always be returned for such favors if requested.

VISITORS.

It may be interesting to our readers to know who have been able to gladden the old Normal with their welcome presence, during the holidays. The following is a partial list of these friends:

Miss Alice Pinkham, Miss Dora Lieuellen, Mr. Harbaugh, Mr. Wells, Mr. Wycarver, Mr. Wood, Mr. R. M. Mitchell, Mr. Patton, Mr. I. N. Slayback, Miss Clemie Longstreth, Mr. Park, (classic last year) Mr. Carson, (who some one says came to see her, not the school) Mr. Compton, Mr. Erwin, Mr. Burnham, Mr. Endaly, Mr. Cain, (the elder) Mr. C. M. Thompson, Mr. Thomas, Messrs. Hitchcock, Mr. D. B. Vanpelt, Mr. Ferguson, Miss Belle Praul, Miss Minnie Kerr, Miss Mary Pampel, Miss Anna Mitchell, Miss Julia Morris, Mr. J. W. Wood, Mr. and Mrs. Cook, of Waynesville, Mr. Webster Mull, Miss Luna Ward, Mr. Harriman, Mr. Caldwell, Mr. Sheets, Mr. Singleton.

WILL YOU DO THE "OLD NORMAL" THE FOLLOWING FAVORS?

You will not object, I hope, to my repeating the following requests, your past compliance with which is hereby most gratefully acknowledged:

Notify us if the REUNION is addressed incorrectly in any way.

Give us notice if you change your Post-office, and your new address.

Be sure and send, at least by Postal Card, any items of news concerning old Normalites.

Send us the names of those who you think would be glad to receive the REUNION.

Send us the names and P. O. address of all the "good folks," (we don't want the others particularly) who wish to go to school.

If not a former student, send for a catalogue, which will give full information on all desirable topics connected with the school.

QUERIES.

1. *How do you parse the italicised words in the following sentence?*

It is difficult for the most cool headed impostor long to personate an enthusiast without in some degree believing what he is so eager to have believed.

Ans. *It* is a pronoun, personal, taking for its antecedent "to personate" with which it agrees in 3 sing. neut. art. 764, Holbrook's Complete Grammar; nom., by expletion: being the grammatical subject of "is," Rule 24; the logical subject being "to personate."

"For" is an expletive preposition, introducing the infinitive "to personate" with its objective subject "impostor," Rule 24.

"Impostor" is a noun, com., 3d, sing., mas., objective, being the subject of "to personate." Rule 16.

"What" is a pronoun, relative, double, equivalent to *thing which*. "Thing" the antecedent part is a noun, the object of "believing." "Which" the relative part is the objective subject of "[to be] believed."

"To have" is an infinitive, with the construction of an adverb limiting the adjective "eager." [To be] believed, is an infinitive with the construction of a noun, the object of "to have." Rules 20 and 17.

2. *If infinitives are used as the subjects of finite verbs, and objects of active transitive verbs, why do they not have case?*

Ans. Case is not an attribute of verbs. Only nouns and pronouns have case.

3. *If infinitives are the antecedents of pronouns, and pronouns agree with such antecedents in person, number and gender, why do not the infinitives when so used have person, number and gender?*

Ans. Infinitives do not have person and number, according to the definition. An infinitive is that form of the verb which is not limited by number and person, and commonly preceded by the sign *to*. Infinitives do not have gender, for gender is not an attribute of a verb. The pronoun agrees with the idea implied in the infinitive, rather than with the infinitive. See art. 764.

4. *Parse "it" in the sentence "Had it not been for Dryden, we should never have known a Pope."*

Ans. The idea is this, "If Dryden had not lived we should never have known a Pope." It may be expressed thus: "Had it not been that Dryden had lived we should never have known a Pope." The subordinate sentence being abridged, the whole will then read, "Had it not been for Dryden to have lived we should never have known a Pope." Then by suppressing the infinitive which is clearly enough implied, we have, Had it not been for Dryden (*to have lived*) we never should have known, etc.

By this discussion we see that, "it" is a pronoun, taking for its antecedent, the phrase, "for Dryden [to have lived]," and is thus nom. by expletion, being the grammatical subject of "had been," whereas the logical subject is "for Dryden to have lived." "For" is an expletive preposition introducing the infinitive "to have lived," understood, with its objective subject "Dryden." Rule 24.

5. *What do you mean by "leading questions," and why are they objectionable?*

Ans. A leading question is one which is almost answered in the asking, and is for that reason objectionable.

6. *What do you understand by "Object Lessons?"*

Ans. An Object Lesson is one in which instruction is given upon the properties of some object, by the aid of the object itself, and is different from Objective Teaching, which illustrates continually the regular lessons by every variety of objects. The former is after the manner of a lecture, the teacher doing the talking. The latter proceeds upon the supposition that the pupils have themselves studied the illustration, either at the suggestion of the teacher or the text, and that they should therefore do the talking.

7. *What is the use of "Silent Letters?"*

Ans. They are of no use. They are inherited disabilities of our language, which a phonetic spelling would relieve us of. They are a delusion and a snare to old and young spellers, and in teaching the alphabet may be avoided or managed only by teaching the sounds, rather than the names of the letters.

The Whereabouts of a few Normalites,

i. e. Those who have been Members of the National Normal, both Graduates and Non-Graduates.

Abbreviations. "Classic," signifies Classic Graduate, sci., signifies Scientific Graduate.

- Angle, T. J., address Troy, O.
 Andrews, Wesley, writes from Amesville, O.
 Albert, C. J., is teaching near Dayton, O., salary \$3.00 per day.
 Ashmore, W. J., is selling boots and shoes in Charleston, Ill.
 Bryan, R., is farming near New Corner, Ind.
 Barr, Marietta, is teaching near Huron, Iowa, salary \$424 per annum.
 Batson, Emma, writes from Hopewell, O.
 Byler, J. W., is teaching at Concord, near Urbana, O.
 Brant, Lewis A., is teaching near Hamilton, O., wages \$50 per month.
 Bezanson, Charles, is teaching at Fairmount, Ill., wages \$50 per month.
 Beery, A., is using Normal Methods successfully in a school near Logan, O.
 Brown, J. W., is teaching at Mt. Etna, Ind.
 Barnett, H. C., is practicing law in Franklin, Ind.
 Barnett, W. H., is "Normalizing" his school at Nineveh, Ind.
 Booher, D. D., is clerk of Morrow county, O., address Mt. Gilead, O.
 Barkis, Harvey, is teaching an interesting school at Fairland, Ind.
 Brown, H. B., sci., '71, has a Normal school at Valparaiso, Ind.
 Carr, Chas. W., is Assistant Adjutant General of Ohio.
 Chadwick, J. W., teaching in Greenup county, Ky., address Portsmouth, O.
 Christie, Robert, sci., '64, pastor First Presbyterian Church, Lexington, Ky., salary \$2,000.
 Currens, Sallie, sci., '75, is teaching in high school of Marengo, Ill.
 Curl, E. D., is teaching at Bethel, Ind., wages \$3.25 per day.
 Conner, Levi, sci., '72, practicing medicine, Jerome, Ind.
 Crisp, T. B., has a good school at Johnsonville, Ill.
 Croasley, Rev. M., is preaching in Fort Wayne, Ind., salary \$2,500 per year.
 Curl, Mattie, classic '69, is teaching in Bloomington, Ind., Academy.
 Creegan, Rev. Chas. C., sci., '69, is Pastor of a church at Wakeman, O.
 Charles, H. W., writes from New Holland, Ind.
 Dawson, J. M., sci., '74, reading law in Portsmouth, O.
 Dahoney, Kate, is at home, Edmonton, Ky.
 Denison, T. S., class '72, is Principal of Marengo, (Ill.) schools.
 Dayton, F. H., sci., '78, is teaching at Mt. Healthy, O.
 DeMar, Z. T., writes from Indian Hill, O.
 Dodge, Henry C., is teaching at Valley Station, Ky., and will be at the National Normal next year.
 Duncan, Landon E., is teaching near Kokomo, Ind., salary \$50 per month.
 Dickerman, Viola, is teaching near Delta, O.
 DeWitt, B. F., is practicing law in Paulding, O.
 Drummond S., is teaching at Enon, O., and will be at the National Normal next Spring.
 Eagleson, Nannie B. A., sci., '68, is first assistant, 7th Ward School, Wheeling, W. Va.
 Edwards, J. P., writes a good article on Teaching Advanced Arithmetic in November number of National Teacher's Monthly.
 Ellis, A. L., sci., '74, and wife are successfully teaching at Kingston, O.
 Elcock, Mary, is teaching in Rising Sun, Ind.
 Espy, F. F., is in the grocery business, Rising Sun, Ind.
 Evans, M. M., is teaching at Plumb run, O.

- Fawcett, E. T., is teaching at Hopewell, O.
 Fuller, T. C., is Principal of schools in Fairmount, Ill.
 Fuller, W. P., is teaching at Russellville, O.
 Friermood, S. M., is teaching in Champaign county, address Dialton, O.
 Funk, Z. T., is attending Medical College in Indianapolis.
 Funk, J. R., is reading law in Harrison, Ind.
 Flack, Wm., is near E. Liberty, O.
 Finn, C. H., of Pilot Grove, Texas, will be at the National Normal next Spring.
 Fawkes, J. W., is teaching near Belmont, Ill., will attend the National Normal in the Spring.
 Fisher, R. W., is teaching near Whiteland, Ind.
 Farris, E. G., teaching the Richland (Ind.) school.
 Gamble, J. Lee, classic '68, Methodist minister, Egninunk, Pa., reports addition of over 100 members to his church.
 Gossett, Alma, is teaching in graded school of Tipton, Ind.
 Given, J. M., is teaching at Confidence, Iowa.
 Gardiner, Chas., sci., '76, is in Philadelphia attending medical lectures.
 Garlough, Oliver, is farming near Springfield, O.
 Gatch, Justus, is teaching, will come back to National Normal, address Mulberry, O.
 Gillmore, E. A., sends list of names from Eureka, O.
 Garner, N. H., of Groveport, O., was president of the Franklin county Teachers' Institute, held at Columbus, December 21 and 22.
 Gregg, Mary T., sci., '70, is teaching in the Grammar School of Chillicothe, O.
 Hatfield, Jas. M., is practicing law in Huntington, Ind.
 Harrison, S. J., teaching in Mier, Ind.
 Hubbert, J. W., is teaching successfully, address Iberia, O.
 Hardy, L. M., professor of natural sciences, Penacook Academy, Fisherville, N. H.
 Hall, Emma, teaching at Greenhill, O., she expects to be at the Normal next Summer.
 Hall, B. P., is teaching at Mt. Sterling, O.
 Harsha, W. M., is attending medical lectures at Ann Arbor, Mich.
 Hutchinson, J. W., is teaching at Greenberry, O.
 Hanawalt, H. O., is practicing medicine in Arvonia, Kan.
 Hackett, W. H., is teaching at Louisville, Ill.
 Haggerty, Sharp, classic, '68, is farming near Murfreesboro, Tenn.
 Hardy, Oscar, sci., '72, is teaching at Annapolis, Ind.
 Haydock, D. W., sci., '66, is teaching in Amboy, Ind.
 Houchin, W. F., has a flourishing school in Harrisonville, Ky., salary \$65 per month.
 Huber, Chas., is teaching in the "Home" district, St. Petersburg, Ind.
 Horst, J. R., is teaching near Leesburgh, O., expects to take Scientific and Classic courses.
 Hickey, J. M., is principal of Taylorsville, Ind., schools.
 Hoyt, M. Jennie, sci., '75, is in San Mateo, Cal.
 Isom, E. W., is successfully using Normal methods in school at Montgomery, Ind.
 Jonas, J. A., has a five months' school near Laurel, Ind.
 Judkins, J. W., sci., '74, has a 6 months' school near Vaughnsville, O.
 Jones, J. R. is farming near Jones Station, O.
 Jenkins, J. E., is at home, Oak Hill, O.
 Kerr, J., Manford, is teaching near Tippecanoe City, O.
 Keever, D. W. C., is Principal of schools at Clarksville, O.
 Knapp, A. R., is teaching at West Mill Grove, O., will return to National Normal School.
 Kelch, Wm., is teaching near Shawneetown, Ill.
 Laycock, Lee, sends thanks for the Reunion and says that he is reading medicine in Georgetown, O.

Long, D. P., Principal of Greentown, Ind., graded school, salary \$600 per annum.

Lloyd, Miss Permelia, is teaching near New Holland, O.

Lloyd, Miss Lisa, is teaching near Keystone, Ind.

Limbert, L. F., is teaching near Eaton, O.

Law, H. B., writes a friendly letter from Uhrichsville, O.

Lanning, W. H., sci., '72, is Superintendent of schools, Champaign, Ill., salary \$1,500.

Lindsey, J. B., is teaching near Sharpsburg, Ky.

Ligget, J. W., is tilling the soil near New California, O.

Leinbach, T. J., is teaching the school at 20 Mile Stand, O.

Lugenbeel, W. A., Sci., '73, is Principal of high school at Amo, Ind., instead of normal school at Aurora, Ind.

Leech, M. H., is teaching the Pea Ridge, Ind., Academy, and uses Normal methods successfully, address Quakertown, Ind.

Lyon, A. P., classic, '74, private teacher 180 5th Avenue, New York, occupies magnificent rooms, has students preparing for college from leading families of that city.

Murray, J. C., classic, '74, Superintendent Schools, Lebanon, O. last year, salary, \$1,200, is re-engaged, salary, \$1,300.

McCune, A. J., is County Superintendent of Jackson county, Ind., he is a *Granger*, but an earnest advocate of better schools, his address, Medora.

Myers, M. F., is practicing law at Greenville, O.

McCreight, S. L., Principal of Oakland school, Lafayette, Ind.

McCreight, M. M., Sand Ridge, near Lafayette, \$60 per month.

Miller, M. E., student of '72, Principal Graded schools of Jintown, salary, \$600, is married, address Groomesville, Ind.

Mason, Eliza, West Jefferson, O.

Mead, G. F., classic, '72, Maumee City last year, salary \$900.

McConnell, J. B., sci., '74, taught the Genntown school last winter.

Moore, Allen, is bookkeeper in store, in Richmond, Ind.

Masters, Jas., teacher in Franklin county, Ind., address Fairfield.

Morris, Hattie, lecturer in Sunday-school work, New York city, has attained great celebrity.

Mather, D. L., is in the general stock trading business, address New Garden, Ind.

Monroe, G. J., Sci., '73, law student, 133 LaSalle street, Chicago, Ills.

Mote, C. C., reading medicine, address Darke, O.

Mause, J. M., is an M. D. in Pymont, O.

Mendenhall, A. G., teaching in Miami county, Ind., address Xenia, Ind.

Mendenhall, T. C., classic, '71, Prof. Nat. Sci., Ohio Agricultural College, Columbus, O.

Mell, A. W., sci., '74, Principal Normal school, Glasgow, Ky.

Morgan, D. F., deputy postmaster at Oak Hill, O., and will be back "head foremost" to the old Normal soon.

Miller, J. K., Waynesboro, Pa., will probably teach the home school next year.

Meloy, L. S., Ft. Ancient, O., will teach the Greenwood school near Lebanon

McCoy, J. E., "married and settled" on a farm near Amboy, N. J.

Miller, M. Z., is practicing law at Corydon, Ind.

Morgan, D. H., is County Surveyor Spencer county, Ind., address Rockport.

Mull, Webster, writes from Dayton, O.

Marriott, E., is selling goods in Modesto, Cal.

Martin, H. G., is teaching this winter at Jamestown, Ind.

Mitchell, T. A., is studying medicine, address Owensville, O.

Moser, J. L., is teaching near Willshire, O.

Moore, Emerson, lives at Pisgah, O., engaged in farming and trading.

McClure, Chas. A., writes an interesting letter from Pleasant Hill, Ind.

Moots, J. L., is teaching near Lewisburg, O.

Marble, M. S., teaches at Middle Fork, Ind.

McLaughlin, S. M., writes an enthusiastic letter from Beamsville, O.

- Miller, W. H., is teaching near Germantown, O., salary \$60 per month.
- May, I. L., is in stock business and farming near Circleville, O.
- Myers, C. D., sci., '72, is having successful law practice in Bloomington, Ill.
- Moxee, F. M., is farming, address Cordova, Ky.
- Mitchell, Thomas, expects to attend National Normal this winter, address Clifton, O.
- Millikan, Thos. B., is Assistant Cashier of Citizens State Bank, Newcastle, Ind.
- Murphy, F. M., West Lafayette, O., is teaching and using Normal methods.
- Mills, Mark, Danville, Ind., is doing a successful nursery business.
- Means, J. W., is Principal of schools in Christiansburg, O.
- Muncie, J. C., is practicing law in Tompkinsville, Ky.
- McCoy, S. Z., sci., '74, is Principal of schools in Coolville, O., salary \$630 per annum.
- McDivitt, J. R., sci., '60, law bookseller and publisher, 79 Nassau street, New York, reports his net income \$20,000 last year.
- Mitchell, R. M., class '74, address Lebanon, O.
- Mays, A. C., is studying law at Waterloo, O.
- McGrew, J. F., is studying law in Springfield, O.
- Mark, E. H., is Principal of schools in Staughton, O., salary \$60 per month.
- Marshall, Geo. M., studying medicine, Cincinnati, O.
- Merrill, Ira, is married and teaching in Mt. Zion, Ky., salary \$600 per annum.
- McFarland, J. A., is farming near Hanging Rock, O.
- McKinley, Geo. W., teaching his first school near Felicity, O., salary \$120 per term.
- McCullough, S. H., is teaching in the same place that he taught last year, address Van Wert, O.
- Miller, M. E., is teaching at Jimtown, Ind., he has introduced Holbrook's Grammar, address Sharpville, Ind.
- Miller, P. N., sci., '74, is Principal of West Liberty, Iowa, schools.
- May, C. B., sci., '74, writes from Wamego, Kansas.
- McKay, John, is teaching at Sabina, O.
- Meade, David, is Principal of Eugene, Ind., schools salary \$85 per month.
- Millhouse, Chas., is teaching near Madeira, O.
- Morgan, J. F., is teaching at Cora, O.
- McLean, J. P., classic, '67, is preaching in Ridgeway, N. Y., has lately written a work on the Antiquity of Man.
- Mentzer, D. B., business grad. '72, is Secretary of Steam Engine Boiler Works, Waynesboro, Pa. Married to Miss Mary Good, and lives in his own new home. "Normalites welcome."
- Mitchell, Miss Rose, is teaching in Rising Sun, Ind.
- Miller, J. F. is teaching near Rockport, Ind.
- McConkle, Ed. B., is teaching near Russell's Place, O.
- Maddy, Ella L., is teaching in Linwood, O., schools.
- McAlhaney, Jas. F., is teaching at Lombardsville, O.
- McDonald, M., is teaching near Chandlersville, O., will attend the summer session.
- Martz, Michael, is teaching at Indian Creek, W. Va.
- Mills, W. P., is teaching successfully in Preble county, O., address New Paris, O.
- Null, W. D., sci., '74, associate with A. Mell in a successful Normal School at Glasgow, Ky.
- Nash, G. W., teaches at Amelia, O., salary increased.
- Nowels, D. B., teaches this winter near Rensselaer, Ind., will be in Scientific class next year.
- Neves, T. L., practicing law, Booneville, Ind.
- Nelson, R. H., is healing the sick in Lambertville, Mich.
- Newby, Cyrus, reading law in Hillsboro, O.
- Ohmart, Eli C., of North Manchester, Ind., writes us a good letter.

Outland, P., is teaching near Kenton, O.

Owen, Mary C., is Principal of Rust Normal school, Huntsville, Ala., salary \$725 per annum.

Osmond, I. Thornton, sci., '67, is Principal of Clinton Liberal Institute, Clinton, N. Y.

Pyle, Hattie, Jersey, Licking county, O.

Pickrell, Rachael, Pickrelltown, Logan county, O.

Pike, D. D., taught in Washington township, Hendricks county, Ind., expects to be at the "old Normal" next fall, address Avon, Ind.

Pool, G. W., has "gone west," and will teach at Dawn, Mo.

Pierpoint, I. E. S., sci., '74, bookkeeper in bank at McConnellsville, O.

Pipher, C. B., when last heard from expected to locate in Cincinnati.

Pierce, Perry, teaches near Ringgold, O., this winter.

Patterson, J. W., is trying to reduce the price of the filthy weed by raising a large crop near Edmonton, Ky.

Pryor, W. S., teaches at Pleasant Valley, Ky., next winter, and returns to Lebanon next spring.

Poyner, Jas., wishes the Reunion sent to Arcanum, O.

Pickrel D. L., hardware dealer, Jackson, O.

Pickrel J. K., granger and teacher, Jackson, O.

Petry, P. J., sends list of names from Port Washington, O.

Phillips, W. D., sci., '66, is teaching at Wellston, O.

Patton, R. H., expects to go into business in Indianapolis, Ind.

Poor, Hattie, is teaching in a select school at Nelson, O.

Post, W. A., teaching near Ottawa, Ill., \$50 per month.

Painter, Zona, is teaching home school, Robinson Grove, O.

Pierce, Chandler, now teacher of penmanship in City Schools and Cornell College, Keokuk, Iowa, salary \$2,200 per annum, is author of the Normal system of penmanship.

Pence, A., is teaching, wages \$3 per day, address Sharpsville, Ind.

Pearce, J. M., has a six months school in Pleasant Mills, Ind.

Priestly, E. W., is in the nursery business, address Metropolis, Ill.

Pitman, L. G., teaching near Allendale, Ill., expects to be at "National Normal" again.

Fraul, Bell, is teaching in Elizabethtown, O., will be at National Normal in the spring of '76.

Pearson, Isaac, is teaching near Troy, O., salary \$50 per month.

Painter, A. B., class '70, is in charge of the graded schools of Sabina, O.

Perisho, W. W., is superintending a farm at a salary of \$1,000 per annum, address Paris, Ill.

Palmer, Miss Marian, is teaching in Chiekerling Institute, Cincinnati, O.

Palmer, C. F., class '68, is Superintendent of Findlay, O., schools.

Parker, Alison, is teaching near Euclid, O., will return to National Normal school next spring.

Parks, M. J., writes from Bluffton, Ind.

Russell, H. M., is teaching at Russell's Place, O., will be at National Normal school next summer.

Rogers, D. H., is engaged on the Middletown, (O.) Journal.

Ryburn, J. F., is farming near Glenwood, Ind.

Reed, E. C., is teaching near New Richmond, O.

Ruggles, Thos., taught one of the schools in Warren, Ind., last winter, address Mt. Etna, Ind.

Runyan, A. R., married and studying law at Butlerville, O.

Ryden, H. C., of Vandalia, O., has been teaching for two years near Dayton, salary \$3 per day, present occupation, agent for windmills.

Runyan, Levi, Catawba, Clark county, O.

Roadarmour, A. L., sci., '74, a success at Bartlett Academy, Fulton, O.

Robuck, S. P., reading law at West Union, O.

- Reichenbach, Prof. A., classic, '72, has returned from Europe with a Swiss wife who will assist him at Bridgewater, Va.
- Ray, Teague, Rays, O., sends a list of names, enters school in the spring for a years' study.
- Raney, J. R., is teaching near Ridge, O.
- Righter, F. M., Sci., '73, writes a jolly letter from Dixon, Cal.
- Richards, Joyce F., writes a good letter from Boxley, Ind.
- Rogers, D. H., and Louella Harkrader were married in Sept., 1874.
- Reeves, Emson, is farming near Mt. Healthy, O.
- Rady, S. P., sends a good list of names from Galena, Ind.
- Ricket, Emma, is using Holbrook's Grammar with success in Moxahala, Perry county, O.
- Register, G. W., late County Superintendent in Sullivan county, Ind., is Principal of the Paxton schools.
- Rice, E. C., is teaching at Petersburg, Ind., salary \$50 per month.
- Ridgely, C. T., dealer in nursery stock, Eaton, O.
- Rowe, W. H. and John, selling merchandise in Washington C. H., O.
- Reese, J. M., is teaching in Grant county, Ind.
- Reynolds, A. B., is teaching in Linwood Station, Pa.
- Row, W. C., is in charge of the schools of Darbyville, O.
- Sample, C. W., student of '72, is Principal of Sharpsville Academy, Tipton county, Ind., salary \$800 per year.
- Shepherd, Oscar, is teaching at West Alexandria, O., salary \$650 per year.
- Searl, Matthias, teacher in common school, salary \$150 per quarter, married, address Iron Furnace, Scioto county, O.
- Slayback, J. C., sci., '73, Superintends the Sharon school.
- Slack, C. H., sci., '73, is teaching at Stockton, St. Joaquin county, Cal., salary \$90 per month in gold.
- Smith, B. L., studying for the ministry at Bethany College, W. Va., is preaching now.
- Stafford, Luna, teaches in Tippecanoe school, Lafayette, Ind.
- Stillson, Mary, teaches 8d year in Grammar dept., Evansville, Ind.
- Street, C. W., teaches at West Elkton, O., this year.
- Sims, W. H., teaches in Greenwood this year, salary \$75 per month, he says Normal methods are a success.
- Shearer, J. S., sci., '70, is Professor of Natural Science, 3d year, in the Kansas State Normal school, at Concordia.
- Simpson, Carter, will be at the National Normal next term.
- Shockley, D. H., teaches near Jamestown, Ind., and returns to the National Normal next spring.
- Shaw, D. N., tills the soil near DeGraff, O.
- Stivers, John M., teaches a third year in Pomeroy, O.
- Sherer, J. W., merchandising at Spencerville, O.
- Speelman, A. T., teaching at Greenwich Station, O.
- Shideler, L. P., expects to attend the National Normal soon again, address Eaton, O.
- Schmitz, S. L., of Tuscarawas, O., gives an account of a profitable institute, at Tuscarawas, O.
- Sloneker, John A., sends geological specimens from Trenton, O.
- Stewart, J. B., is teaching near College Corner, O.
- Sehenck, J. F., is teaching in New Harmony, Ind., salary \$2.75 per day.
- Stevenson, L., Carrs, Ky., will be in school next term.
- Scott, Winfield 2d, sci., '72, is studying the healing art in Cambridge, O.
- Starbuck, Asa, in drug business in Rockville, Ind.
- Samuel, J. H., studying medicine, Cincinnati, O.
- Singleton, J. L., is near Air Hill, salary \$55 per month.
- Slobohm, J. R., teaches this winter and will be back at National Normal School in the spring, address Gray, O.

- Smith, W. W., Bethel, O., is studying medicine.
- Scott, I. C., sci., '70, is Principal of Public schools, Lebanon, Ill., salary \$1 250 per annum.
- Spurgeon, J. O., Prof. of Math. in Marion Normal, address Greentown, Ind.
- Spurgeon, J. W., teaching in Grant county, Ind., salary \$50 per month, address Sweetser, Ind.
- Sloan, J. C., is teaching near Ashland, O.
- Smith, C. A., is located at Tuscola, Ill.
- Saum, Joseph, is teaching at St. Paul, O., salary \$75 per month.
- Stuver, E., writes from Burnside, Pa.
- Staley, J. M., sci., '72, is Principal of Public schools of Winamac, Ind., and uses Holbrook's Grammars.
- Stephens, H. Perry, sci., '74, is attending the Louisville, (Ky.) law school.
- Scott, A. Jay, is farming near Harrison, O.
- Stanger, A. J., is in Weatherford, Tenn.
- Switzer, Lizzie, says to send her a "Reunion" to Waveland, Ind.
- Sidener, Albert, is teaching at Lilly Chapel, at \$41 per month.
- Straw, Albert R., is in Turner, Maine.
- Shriver, Mary, is teaching in New Philadelphia, O.
- Shaw, G. W., is teaching in Butler, Ky., salary \$60 per month.
- Shute, E. H., is teaching near Richmond, Ind., will return to National Normal school next spring.
- Samms, Sadie, refreshes us with Richmond, Ind., news.
- Sadler, W. H., has a successful school in Hamilton county, will attend National Normal school next year, address Mt. Healthy, O.
- Thompson, J., Prof. Penmanship, Grandview Academy, Grandview, Iowa.
- Tuttle, Jas., Enon, O., Superintendent, salary \$600 per annum.
- Turner, A. C., asks all Normalites passing near Ross, O., to call and see him.
- Tucker, George, Principal of Grammar Dept. in Cherokee High school, Cherokee, Iowa.
- Trowbridge, W. A., is teaching this winter at Seven Mile, O.
- Telford, Maggie, is teaching near Salem, Ill.
- Tumbleson, J. N., is farming near VanWert county, O.
- Tanquary, J. H., teaches this winter at Bellmont, O.
- Tranbarger, O. N., is teaching in Tipton, Ind., salary \$80 per month.
- Thompson, Mollie, teaching in Russiaville, Ind.
- Thompson, George W., address Hagerstown, Ind.
- Thompson, C. M., sci., '75, is farming near Pisgah, O.
- Turner, J. W., is teaching near Fuller's Point, Ill., will be back to National Normal next spring.
- Vore, Ella, writes a good letter from Dayton, Ind.
- Vernon, C. W., dealer in live stock, Claremont, Ill.
- VanDever, Laura, teaching at Quercus Grove, Ind.
- VanPelt, Clark, is selling dry goods in Washington C. H., O.
- Venable, W. H., sci., '72, Prof. Nat Sci., Chickering Institute, Cincinnati, O., salary \$2,500, also author of a popular History of the United States, and other works.
- Watson, W. J., has been teaching with good success at Philo, Champaign county, Ill.
- Winner, Isaac, West Mansfield, Logan county, O.
- Williams, Nettie, Mt. Victory, O.
- Watkins, Robert, Pickrelltown, O.
- White, Lizzie, sci., '73, Lettsville, Louisa county, Iowa, \$50 per month.
- Wheatley, Lizzie, teaching, address Centerville, Montgomery county, O.
- Williams, O. W., dealer in music, Indianapolis, Ind.
- Whitehead, Lizzie, Rome, Perry county, Ind.
- Wheeler, Wm. Capt., superintending schools at Ottawa, Kansas, salary \$1,600 per year.

- Wyscarver, T. J., classic '72, Supt. Graded schools, Morrow, O., salary \$117 per month.
- Wilmet, J. W., writes from Rushville, Ills.
- Wolford, N. D., teaches in Greensboro, Ind., salary \$3.25 per day.
- White, D. A., is practicing medicine, Jackson C. H., O.
- West, A. M., writes us from Hamersville, O.
- Williams, C. S., writes an interesting letter dated Mt. Victory, O.
- Wilson, J. S., teaching near Petersburg, Ind.
- Wallace, T. M., is teaching in Hardin county.
- Weaver, L. A., is teaching near Farmersville, O.
- Williams, D. B., is farming near Jamestown, O.
- Wolfe, J. H., studying medicine, address DeGraff, O.
- Wells, George S., sci., '73, studying law in Parkersburg, W. Va.
- Walker, Allen T., farming near Malneville, O.
- Whitney, C. G., Oakwood, O., is delighted with the "Reunion."
- Williams, J. D., Windham, O., is one of the few farmers that has done better than he expected to this year.
- Williams, Anna, is teaching in the Public schools of Cambridge, O.
- Wright, D. S., classic '71, has had a successful year, as President of Whittier College, Salem, Iowa.
- Woody, J. W., classic '68, is sustaining his reputation as President of Penn College, Oskaloosa, Iowa.
- Wells, P. F., Deputy Surveyor of Wood county, W. Va.
- Weston, J. C., intends returning to Lebanon to school soon, address Green Camp, O.
- Whetzel, Bettie, is at home, Harveysburg, O.
- Wesler, Sue, is teaching at Chester, Ind., salary \$3 per day.
- Weavers, Chas., telegraph operator, Grayson, Ky.
- Wheeler, Alanson, Kings River, Fresno county, Cal., says persons going to Southern California should try and be there to attend the June examinations.
- Wright, J. M., sci., '72, is Principal of Darlington, Ind., Academy.
- Wright, Bardin, claims to be a "Normal Light" of 67th session, address Boyd Station, Ky.
- White, Reba, is in Ceredo, W. Va.
- White, J. W., is dealing in lumber in Sciotoville, O.
- Wait, H. N., has some points in teaching in the Iowa Journal of Education.
- Wright, C. D., sci., '64, is State's Attorney of Miami county, address Troy, O.
- Wiley, J. W., is engaged in business in Texas, O.
- Wehr, Murat, is teaching in Indiana, address Reily, O.
- Wilkins, Parthena, is teaching the "Home School" at Paddy's Run, O.
- Wainwright, T. W., writes from Mason, O.
- Watson, G. F., is teaching at Bethlehem, Ind.
- Washburn, D. C., is teaching Hale's School, address Rocky Hill, O.
- Whitmore, W. F., is teaching near Lewisburg, O., expects to be back to National Normal in the spring.
- White, J. L., Sci. '70, is a successful lawyer in Franklin, Ind.
- Wright, G. W., is teaching at Centreville, Ind.
- Yeager, J. B., sends list of names, teaches at New Haven, W. Va., this winter.
- Zigler, E. G., North Hampton, Clark county, O., salary \$50.
- Zitzer, I. S., assistant teacher in Germantown, O., Public schools.
- Zerbe, Jacob is delighted with the "Reunion," and wants it sent to him at Allensville, O.
- Zercher, M. L., is teaching Graded school in Bentonville, O.
- Zuck, J. M., sci., '74, is teaching at Boonsboro, Md.

Objects and Aims of the Reunion.

1. It will keep up a friendly communication with our old students.
2. It will enable all our old students to renew the friendships formed while here.
3. It will thus enable them to aid each other in obtaining good positions in teaching or other business.
4. It affords an opportunity to bring before the people the most advanced and improved methods of teaching and school management, demonstrating that the best school government is that which is accomplished by inciting pupils to enthusiastic work in the school room, leaving no time or disposition for idleness or mischief.
5. It will demonstrate that the leading idea of Kindergartenism, viz: "That work can be made more exciting and attractive than play;" is just as practicable with youth and adults as with children.
6. It will show all young teachers and those aspiring to be teachers, where with the least outlay of money and time they can prepare themselves with certainty to teach with success; to win good positions, and to hold them with increased salaries.
7. It will demonstrate that any who wish to prepare for business can accomplish their purpose here with more certainty and efficiency than at any academy or commercial college, and with a saving of more than one-half of the time and expense.
8. It will demonstrate that any young person wishing to prepare for the ministry, the law, or medicine, can save from two to three years of time, and obtain a more thorough discipline; a broader and more liberal culture; a more earnest and determined spirit of work than any college as now constituted can give in four years.

REMARK.—This number will be sent to many thousands of teachers who have not been connected with this school. Any such can have the two back numbers of the Reunion sent them as well as the four subsequent numbers by sending the names and P. O. address of five young persons who are teaching or expecting to teach, or who are looking for the cheapest and best school. All who send such a list of names will be considered subscribers for the first seven numbers of the Reunion.

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So popular are these methods, invented and pursued here, that more than a dozen of our graduates are carrying on paying institutions of their own, using the same methods so far as they are able. Still, the original source of these peculiar and effective methods of training and drill is ever in advance by new improvements, and by employing teachers trained especially in and for this work, here.

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The accompanying alphabetical list of a few of our students, (see pages 14-22) as we have heard from them during the term, is the best testimonial, for the kind of work done here. Our students come in **competition**, every where, with the graduates of colleges and of other Normal Schools, who have spent more than **double the amount** of time and money in their education; and yet those trained here more frequently secure the best positions and retain ^{the} ^{ments} them with increased salaries.

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TABLE OF CONTENTS.

	PAGE.
Objects and Methods of School Government.....	145
Programme of Recitation.....	157
Per Centage—How to teach it.....	159
Method of giving a Botany lesson to children.....	160
How to teach spelling.....	161
Teaching children their Letters.....	162
Concerning the Hawaiians—IV.....	163
Primary Reading.....	166
Self-made men.....	169

EDITORIAL—

A Bird's-eye view of Indiana's School System.....	170
Talmage on "The Bible in school.".....	173
Unconstitutionality of the Superintendency Law.....	173
"Grammatical Error."—Purdue University.....	174
International Congress—The Old Elm of Boston.....	175
Overwork.....	175
What do teachers read.....	176
The Centennial.....	177
Plant a Centennial Tree.....	178
Too bad.....	179
Teachers' Excursion to the Centennial.....	179

MISCELLANY—

Indiana's Centennial Educational Show.....	180
County Superintendency Law Unconstitutional—Legal Decision.....	182
Report of meeting of County Superintendents of 5th District.....	183
County Superintendent's State Convention.....	184
Personal.....	186
Book-table.....	188
Local.....	190

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TABLE OF CONTENTS.

	PAGE.
Ways and Means.....	193
The travel of sound.....	200
Teaching German in High Schools.....	203
The Educational Struggle in England.....	207
Whispering in School.....	209
A Model Primary Teacher.....	210
Stick to your Business.....	212
American Common Schools.....	214
The First Red Cent.....	215
EDITORIAL—	
The Centennial.....	216
A few Valuable Suggestions.....	217
Drawing in Public Schools.....	218
The High School Question.....	220
Platforms and Public Schools.....	221
Taste—Normal Institutes.....	223
MISCELLANY—	
Questions for the examination of teachers.....	224
The use of Tobacco by Cadets at the U. S. Naval Academy.....	226
A Model Examination.....	228
A Model Letter.....	229
List of articles sent to Centennial by counties.....	229
Educational History of Presidents.....	231
How not to gain attention.....	232
National Educational Association.....	233
Personal.....	236
Book-table.....	237
Local.....	239

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" Dayton.....	2.50 p. m.		
" Piqua.....	2.50 p. m.	10.14 p. m.	9.10 a. m.
" Urbana.....	4.04 p. m.	11.08 p. m.	10.10 a. m.
" Columbus.....	6.10 p. m.	12.45 a. m.	12.00 m.
" Pittsburgh.....	2.00 a. m.	7.50 a. m.	7.15 p. m.
" Harrisburg.....	11.30 a. m.	3.55 p. m.	8.45 a. m.
" Baltimore.....	6.25 p. m.	7.35 p. m.	7.35 a. m.
" Washington.....	9.07 p. m.	9.07 p. m.	9.05 a. m.
" Philadelphia.....	3.30 p. m.	7.30 p. m.	7.35 a. m.
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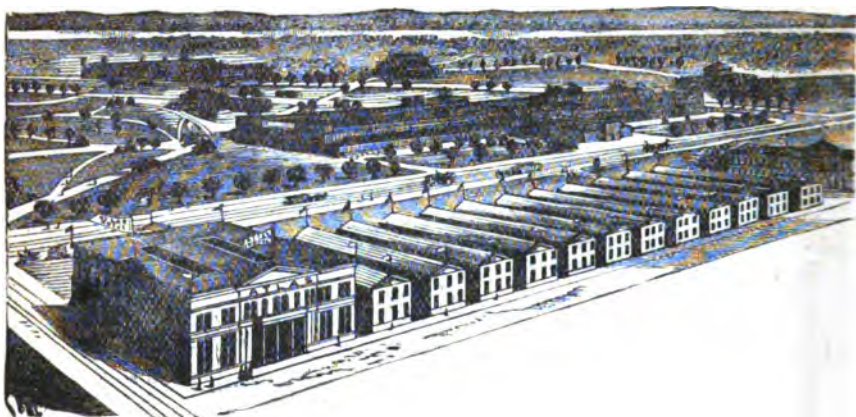
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The *Normal Method* tolerates neither the commercial college hobby of exclusively individual instruction, nor that other extreme of exclusively class instruction; but ever adapts itself to the wants of the pupil and the demands of the subject taught.

Again, the social advantages flowing from associations with so noble a company of both sexes, and the moral safety enjoyed among the good people of LADOGA, are features that must recommend themselves at once. Money will be used by the student in gaining a practical as well as theoretical familiarity with transactions in all branches of business.

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The advertised rate of tuition at most commercial colleges is from \$30 to \$50; here it will not be more than \$16 for a full course of two terms. Expense for books and stationery can be reduced nearly one-half, and board more than one-half.

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The best security for finding a situation is a thorough preparation for business. No pains will be spared to fit every graduate, not only to obtain a position, but what is of more consequence to hold it at pleasure at an increasing salary. We shall make the *Diplomas*, which will be granted to all who complete the course satisfactorily, valuable as testimonials of real merit.

Classical and Scientific Department.

This department includes the Scientific and Classical years.

The *Scientific Course* can be entered by any one having completed the Common Branches, Arithmetic, Grammar, Geography and Higher Algebra to the Problem of the Lights. But Algebra would better be completed, and one term on Rhetoric is desirable, before entering.

The *Classical Course* is for those who have completed the Scientific course here, or its equivalent elsewhere.

But any branch in either course can be taken by any member of the school. A selected course, consisting of a part of both, can be pursued if desired.

Persons of both sexes enjoy equal advantages here, as in every other department of the institution.

The decided *superiority* of teachers who have taken a regular course of study is *well known* for reasons that will readily suggest themselves to any intelligent mind; and the consequent rapid increase of their salaries, makes it a matter of *economy*, for teachers to prepare themselves thoroughly for their work.

But the time usually required for this in Colleges and Normal Schools, renders it next to impossible for the great majority ever to take any regular course. The chief cause of this unnecessary expense of time and money, is the lame and *unbusiness-like methods of instruction and study*. By substituting for this childish, unscientific practice of cramming the pupil, a system of thorough, exhaustive and manly investigation and independent thought, and for the spirit of drudgery and shirking, an enthusiastic devotion to study from the love of it; *less than half the time* is required, and a better preparation for the real demands of a successful life secured.

We call especial attention to the fact that Geometry and Trigonometry are followed in our course by an application of their principles to Mensuration of surfaces and solids; that the formidable Calculus is at once applied in Mechanics. Thus the principles of each are fixed more securely than is possible by their exclusive study.

The Natural Sciences will be studied with the use of a liberal supply of *New Apparatus* just purchased for that purpose.

Diplomas will be awarded to those completing either of the courses satisfactorily, and acquiring a true spirit of study and investigation from the love of it.

ECONOMY—The outlay for a year of forty-four weeks need no exceed, for tuition, room-rent and books, from \$155 to \$165; by self-boarding even this can be considerably reduced.

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Instrumental Music, on the Piano and Organ, at fifty cents per lesson.

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ECONOMY IN OUTLAY.

Tuition only \$8 for eleven weeks, in advance. Room Rent, for furnished rooms, 40 cents to 50 cents per week, for eleven weeks, in advance. Carpet is furnished when desired for a slight additional charge. No money refunded for Room Rent or Tuition. A loss of one or more weeks can be made up at any time. Board, \$1 75 to \$2 per week; self-boarding, much less; private board, \$2 75 to \$4 per week. *No incidental charges except for the German Language and Instrumental Music.*

Ladoga being near the coal region, the outlay for *fuel* will not be more than one-half as much as at many other institutions. The total expense need not be more than \$155 to \$165 for a year of forty-four weeks; \$39 to \$41 per term; including tuition, room rent and books. Students will do well to bring all the books they can with them.

Expenses less than at any other similar institution offering equal advantages.

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Meeting the wants of students in every department of the school and a Reading Room will be in use constantly for general reading, and the exhaustive investigation of a great variety of subjects, assigned in the several classes.

A SCIENTIFIC CLASS

Will be organized the first year, beginning September 5, 1876. The second year it is proposed to form the first Classic Class of the institution. For Course of Studies, &c., see p. 2, and remarks on Classical and Scientific Department.

SCHOOL WORK A PREPARATION FOR LIFE WORK.

School work *should* and *can*, by the really ingenious and able teacher with a heart in him, be made to give such views of life, such an inspiration and zest for labor, as to make an after life of *activity* and *usefulness* more attractive and desirable than one of indolence and ease or dissipation.

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Students arriving at Ladoga will find it to their interest to stop first at the Normal School Buildings.

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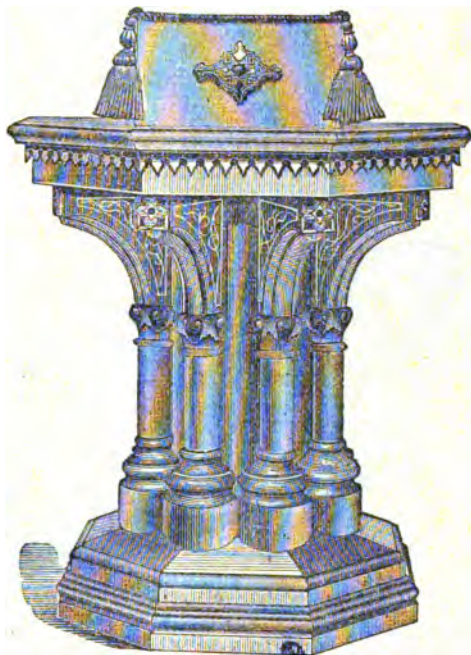
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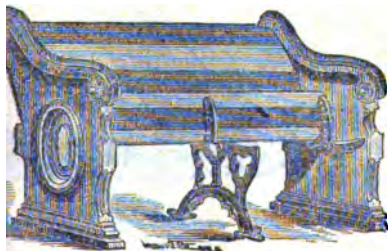
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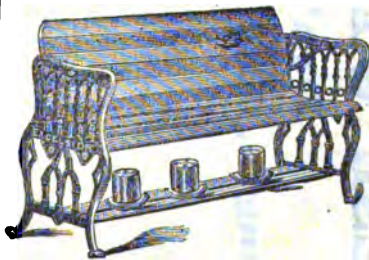
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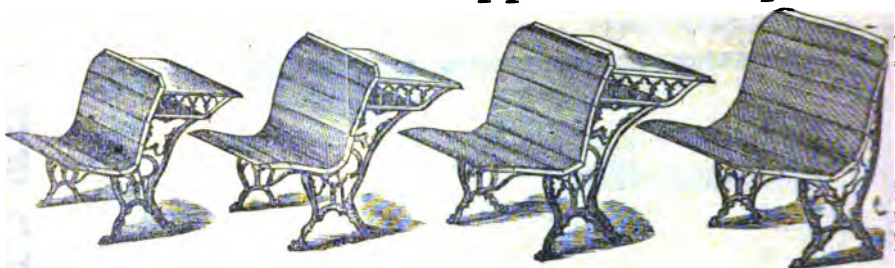
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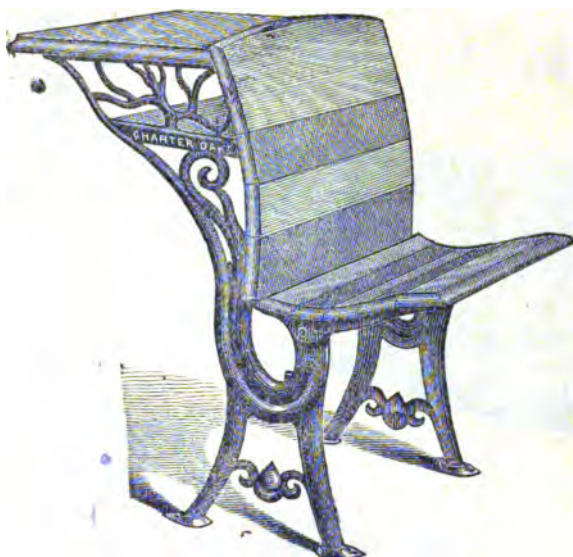
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FALL TERM.—The Twenty-Second Year opens with the Fall Term, Tuesday, Sept. 5.

BRANCHES TO BE TAUGHT.—Beginning and advanced classes will be formed in all the common branches, including Grammar, Arithmetic, Geography, Elementary Algebra, Penmanship, Orthography, Reading, Drawing, Vocal Music, Letter Writing, and Debating; also, in higher branches, including Arithmetic, Algebra, Geometry, Trigonometry, Botany, Geology, Zoology, Surveying, Railroad Engineering, Latin, Greek, History, Rhetoric, English Composition, etc.

EXPENSES.—\$3.80 per week, including tuition, furnished room, table board and book rent. Many pupils bring the entire expense, including fuel, light, and personal washing, within this sum, \$3.80.

TIME OF ENTRANCE.—Students can enter at any time, and select their own classes, paying from time of entrance.

The superior advantages offered in this institution for the rapid and thorough mastery of every subject, make it by far the cheapest school or college in existence.

These advantages consist, in part, of the peculiar methods of instruction and training invented and practiced here; in the fact, that all our teachers are graduates of this institution, and selected from the best of those trained here, each one for his or her special fitness for the position occupied; also in the free use of an extensive library and apparatus.

So popular are these methods, invented and pursued here, that more than a dozen of our graduates are carrying on paying institutions of their own, using the same methods so far as they are able. Still, the original source of these peculiar and effective methods of training and drill is ever in advance by new improvements, and by employing teachers trained especially in and for this work here.

The unequalled success of our students, both graduates and non-graduates, in all the professions, as well as in teaching and business, gives assurance to those who come here of like success.

In most cases an attendance of one or two sessions here enables the teacher to secure a better position, with increased wages, enough so to reimburse him or her speedily for the outlay.

Our students come in competition everywhere with the graduates of colleges and of other normal schools, who have spent more than double the amount of time and money in their education; and yet those trained here more frequently secure the best positions and retain them with increased salaries.

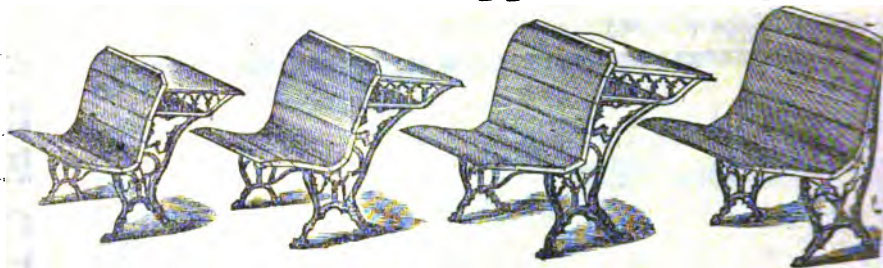
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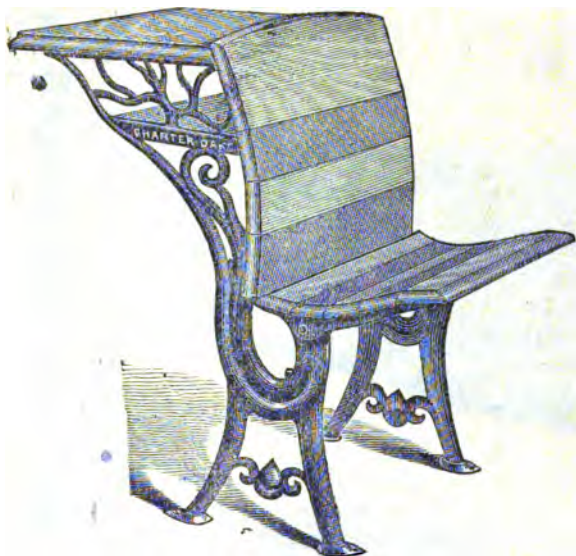
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Our students come in competition everywhere with the graduates of colleges and of other normal schools, who have spent more than double the amount of time and money in their education; and yet those trained here more frequently secure the best positions and retain them with increased salaries.

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" Richmond.....	12.35 p. m.	8.25 p. m.	7.07 a. m.
" Dayton.....	2.50 p. m.
" Piqua.....	2.50 p. m.	10.14 p. m.	9.10 a. m.
" Urbana.....	4.04 p. m.	11.08 p. m.	10.10 a. m.
" Columbus.....	6.10 p. m.	12.45 a. m.	12.00 m.
" Pittsburgh.....	2.00 a. m.	7.50 a. m.	7.15 p. m.
" Harrisburg.....	11.30 a. m.	3.55 p. m.	3.45 a. m.
" Baltimore.....	6.25 p. m.	7.35 p. m.	7.35 a. m.
" Washington.....	9.07 p. m.	9.07 p. m.	9.02 a. m.
" Philadelphia.....	3.30 p. m.	7.20 p. m.	7.35 a. m.
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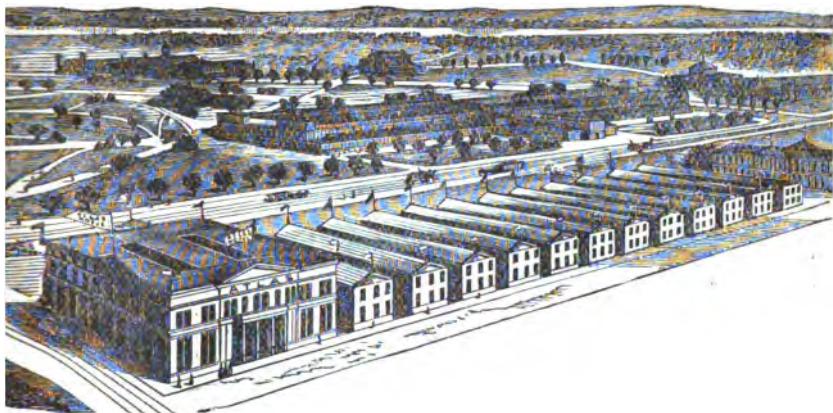
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GEOMETRY, TRIGONOMETRY, ASTRONOMY, AND SURVEYING.--There will be one class in Geometry, and in Trigonometry, one in Astronomy, and one in Surveying and Engineering. In Surveying and Engineering the very best instruments will be used. The student will have a *practical* practice in the field, so that on completing the work, which can be done in any season, he will be fully prepared to enter upon the duties of County Surveyor or Engineer. The school is a place where equal opportunities are offered for gaining a practical knowledge of these subjects at short notice. The manner in which a subject is presented, and the time, and the cost.

COMMERCIAL DEPARTMENT.--All of the classes in the Commercial Department will be in operation. The student who gives his entire time to business, in any form, prepare himself for any department of business. A course of study as practical as possible. A room is furnished with Banks, Offices, etc., the student can have "Money" and measure all of the duties found in actual business life. For every business, *time* is saved, and the learner made more thoroughly *practical* work. **ANALYSIS** is taught in this department.

GRAMMAR.--There will be two classes in Grammar, one for those who wish to begin the work, also for those who have given but little attention to the subject. There will be an *advanced* or review class, designed for those who are somewhat familiar with the subject. In this class all of the different parts of speech will be taken up, and the student will receive equal attention given to the difficult points, such as *Relative Pronouns, Infinitives, Participles, and Active and Passive Voices* of Verbs. In connection with this class, *Analysis* will be so clearly taught as to enable those who are unable to understand the subject, *thoroughly* acquainted with its principles, and to be able to analyze any sentence that may be presented.

REHEMIE.--There will be two classes in Rehemie, one beginning and one advanced. The one designed for those who are familiar with the subject of Grammar, and those who are *practical* application of it. In connection with these classes in Composition and English will be completed in such a manner as to make the "reheated" student a *practical* writer of English and French.

GEOGRAPHY AND MAP DRAWING.--Those studies will be taught by the approved methods. There is no other school with which we are acquainted, in which the studies are presented in so *attractive* and *instructive* a manner as in the National. The most *practical* and *instructive* classes in school. It is *thoroughly* the learning of the subject by rote, but the acquiring of *useful* knowledge in *practical* as to be a *practical* student. This is a profitable class for all, especially teachers, as it enables them to mean for interesting their pupils with *everything* else taught.

PHYSIOLOGY.--There will be one class in Physiology, in which *practical* work is connected with the subject will be *thoroughly* discussed and *fully* explained by means of good apparatus.

HISTORY.--History of the United States will be so taught as to become a *practical* and definite plan whereby he may retain those points which are *practical* and *practical* remember.

BOTANY, GEOLOGY AND ZOOLOGY.--There will be classes in Botany, Zoology and Zoology. These are useful subjects for the student. *Practical* as to be a *practical* child can be so interested as in the analysis of flowers, or in descriptions of the various formation, the *practical* of Invertebrates, etc.

PHYSIOLOGY AND CHEMISTRY.--One class will be *practical* in Philosophy, and one in Chemistry. In each of which the student will have the *practical* apparatus necessary for the *thorough* study of any subject, he will have the experiments for which he will *practical* his own apparatus, and then he will be *practical* in his studies, or make use of them in whatever *practical* he may require.

ELOCUTION.--The subject of Elocution, or Reading, will receive the *practical* attention, as we consider this an *important* part of a *practical* education.

PEYMANSHIP.--This will be taught in a *practical* and *practical* manner. The *practical* of this is *practical* well worth the *practical* tuition *practical*. *Practical* charge.

FOCAL MUSIC.--This will be taught in such a manner as to give a *practical* *practical* of the rudiments of Music.

LITERARY EXERCISES.--Debating and Literary Societies will be arranged so as to give all an opportunity of participating. There are no *practical* as to be a *practical* who have failed to do so. *Practical* in *practical* of their character in *practical* form in the *practical*.

TEACHERS' TRAINING CLASS.--Those all of those who are *practical* in the *practical* Teachers' Training Class, in which all of the common branches will be *practical* and the very best plans given for *practical* them in *practical*. The best the *practical* have been trained in this school have given each *practical* satisfaction, *practical* in the *practical* and methods adopted here are *practical* what are needed in common with the schools. Much attention will be given to *practical* Government, *practical* presented whereby many of the *practical* and difficulties of the *practical* are *practical*. What shall I teach? How shall I teach? How shall I make my *practical* in *practical*. The best of similar questions are presented by the *practical* of the class and *practical* in *practical*.

With a few changes in the higher branches, this course will *practical* for ANY TERM.

EXTRA BRANCHES.

Instrumental Music, Piano or Organ, and Voice Culture, by one of the most *practical* here in the State, at \$10 for twenty-two lessons. Use of Instrument *practical*.

Telegraphy will be taught by G. A. Dodge, one of the best operators on the Western and Wayne & Chicago Railway. Those who receive instruction here are *practical* in a *practical* even as they are qualified. Tuition only \$5.00 per term. Free use of Instruments.

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General Observations.

Many years of careful study have been given to the organization, classification, and furnishing of every department of the Normal. The constant aim has been to establish a school equipped with every convenience necessary for the advancement of a first class education, and just place the expense within the reach of all. Nothing that could be done has been left undone, in order that our purpose might be accomplished. Every want has been supplied. We are confident that even the Normal offers to those desiring an education, advantages superior to those of any other similar institution, as will be ascertained by carefully reading our catalogue, or by visiting the school itself.

ADVANTAGES OF A LARGE ATTENDANCE.

The school has won the test of criticism, and now the only objection urged is that "the attendance is so large that each student cannot receive proper attention." This comes from those unacquainted with management of the school.

It is true that here the same number of teachers employed, the same help is given for the students retained, the same amount of tuition paid when the attendance is large as when it is small, then the objection would be valid. But when the teaching force is increased in proportion to the number of students in attendance, facilities help procured for each department, and an abundance of books supplied, it is plain to be seen that a school of 1,000 students can be as easily managed as one of five hundred, with as good results and no better teacher.

Experiences has proven that a large attendance, instead of being detrimental to a school, affords many advantages that cannot be enjoyed where the attendance is small. A few of these are here given: I. It gives access of looking the expenses much less than they could possibly be made in any other way. II. It enables the efforts of the school to supply more teachers, and these better qualified. Instructors of ability are always anxious to secure positions in prosperous institutions. III. It gives a greater range of studies. In fact, students can be accommodated with just such branches as they may desire. IV. It affords facilities for securing better positions for students. V. It places the school on a firmer financial basis, furnishes money with which to supply apparatus, books, etc. In fact, a large attendance gives strength and vigor, strengthening and elevating those causing general growth and prosperity.

Besides all these, it is a sure indication that the work is satisfactory. The growth of a school is an almost certain index of what it is accomplishing. When students return year after year, and in almost every instance bring some of their friends with them, it proves conclusively that satisfaction is being given.

WHY VALPARAISO WAS SELECTED AS A SUITABLE PLACE AT WHICH TO LOCATE THE SCHOOL.

This city is well located on the highest point of land in Indiana, and within the limit of the lake breeze, is free from all atmospheric poisons, therefore it is the most healthful place in the Far West.

CARE OF STUDENTS IN CASE OF SICKNESS.

In case a student becomes sick while attending the school, he has the personal care, not only of the Principal, but also that of two nurses, a doctor, and a gentleman. There are always in residence, and will, when necessary, give their whole time to the patient. Every need will be supplied. In case of prolonged sickness, the parents or guardians will, each day at our own expense, receive word either by letter or telegram, so that no care need be superintended that the student will be restored to his home by the next winter. No charge is made for the attention of nurses, thus in many instances a security this is attained.

WHAT STUDENTS SHALL DO ON ARRIVING AT VALPARAISO.

On reaching the city come directly to the principal's office, which will be found in the school building. There all necessary information will be given with reference to studies, classes, rooms, boarding, etc.

CAPACITY OF SCHOOL BUILDING.

The college building is a large and commodious one. Besides containing two reading Halls and an Ambulance Room that will seat one thousand persons, it has an abundance of large and comfortable recitation rooms. During the past year these have been supplied with blackboard furniture, good black-boards, good means of ventilation, and every convenience necessary to the health and comfort of the student.

TEACHERS EMPLOYED.

During the past year fourteen teachers have been employed, each having charge of his especial department. Much care has been exercised in the selection of instructors, and such general satisfaction has been given, that though unwilling to the faculty have been made none of the older workers have left the ranks. Observation has taught us that a continual change of teachers is detrimental to a school. Experience adds much to proficiency.

CHOICE OF STUDIES.

This is a feature of much importance to those who desire to prepare for a particular profession or have but a short time to attend school.

While at the Normal there is a regular course of study, and we believe when it is at all practicable the student will do well to take it, yet there are thousands who cannot do this, and to compel them to enter certain classes and advance just as rapidly is unjust to the extreme. Many will not attend school for this reason.

At this institution there are classes of every grade and in every branch desired by the student, so that no one need fear that he will not be accommodated at any time with studies as well as his wants or that he will be held back in his classes.

APPARATUS.

Owing to circumstances over which we have had no control the School this year has been but poorly supplied with apparatus. This want will be fully met by the opening of the Fall Term. A complete set of Philosophical, Chemical, and Astronomical apparatus has been purchased. The selection has been made with great care, and without regard to expense. The Normal will, hereafter, be as completely furnished as any of our sister institutions of learning.

HOW ALL MAY BE ACCOMMODATED WITH JUST SUCH CLASSES AS THEY MAY DESIRE.

There are *beginning, advanced, review, and regular classes* in the Normal school. The *regular* classes are designed for those who can remain in the school during the year. This class is required for the completion of the course. It is not necessary that they remain here throughout the year, as the classes are so arranged that the student may drop out and finish a course. They may also take up his studies just where he left off, without any interruption whatever.

It is a well known fact, however, that a very few comparatively give up a regular course in any of the higher institutions of learning. There are thousands of young people who leave school when they are unable to remain in school, and desire to receive special instruction in some order to prepare themselves for a certain work. To accommodate this class, we have established *beginning, advanced, and review* classes, which are organized every year in each of the branches. The classes are so arranged that

STUDENTS CAN ENTER AT ANY TIME

and find classes suited to their wants. This makes it a very convenient school for those who enter when their schools are closed, they can come to the Normal and get instruction.

All who enter the school have the privilege of

Selecting their own studies as rapidly as they may desire.

No one need fear that he will not be accommodated at any time.

ARE NOT THE CLASSES NECESSARILY LARGE.

This is a question which frequently comes to us. We reply that we have an *advancement room*. The teaching force is increased in proportion to the number of students. With the exception of the Grammar classes.

NO CLASS EXCEEDS SIXTY IN NUMBER,

which is considered by a majority of educators the proper number for two teachers. Even in the classes, however, have a much smaller number than this. The *literature* classes are so small that the larger they are, the better the work accomplished.

"BACKWARD OR TIMID STUDENTS."

Many suppose that "backward students" will not have equal opportunities with those who are more "forward." We have more "confidence" is themselves. At the Normal the class is carefully graded. Those who are "timid" receive the most careful attention, and are not left open to public censure, and by this means finally become first in their class.

EXPENSES.

Tuition \$8.00 per term, payable in advance. This includes all of the departmental expenses, *Business, Teachers, Engineering, and Collegiate*. No incidentals of any kind.

The great object during the past year for the study of those engaged in the department of *Business, Teachers, Engineering, and Collegiate*. In order to do this and support a good structure, we have found it necessary to raise the tuition at \$8.00. Almost every student in the teacher is satisfied with the course. "The idea can teach better," it seems to be a common remark.

BOARDING.--The boarding department, though very important, has not been so well supported as it should be. It is a matter of fact that the boarding department has been taken it under his own supervision. The Boarding Hall has been much enlarged, and tables neatly furnished, the price of boarding is fixed from \$5.00 to \$7.50 per week, and the *board and furnished room can be had at from \$2.00 to \$3.00 per week*, including \$2.00 paid in advance of \$2.00 the week.

BOARDING HALL.--The club plan has been discontinued, and a *regular Boarding Hall* established, as by this means it is found that *better board* can be given, and at *lower rates*. Under the new management each *satisfaction* has been given, and a *large number* in attendance, not more than 20 are *boarding* in the *boarding hall*, though many come from *homes of luxury*. The *Principal and teachers* have the same building, and dine at the same tables with the students. This is a very common family. Though in the past we have had some difficulty in securing accommodations as we desired, in the future there need be no more in this direction.

NEW BUILDINGS.--In addition to the large and commodious buildings, which have been *entire summer will be given* to the erection of new buildings. No one need fear that he will not be accommodated at the advertised rates. Should we find it necessary to increase the traveling expenses of the student to and from the school will be paid by us.

We do not ask any one to take our word alone as evidence of what we are doing, nor do we subscribe a list of testimonials, but will say that the catalogue contains the names of our students, to any of whom reference may be made; and further

Should things not be as represented, or should students be dissatisfied with their work in any of the departments, **MONEY, IN ALL CASES, WILL BE REFUNDED.** The school **MUST STAND UPON ITS OWN MERITS.**

Send for our new Catalogue. It would be glad to have you examine it, without any charge, if attending school or not. It contains a full description of the school, its buildings, grounds, etc. Send free to any address.

H. B. BROWN, Principal

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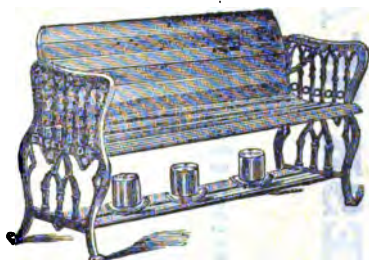
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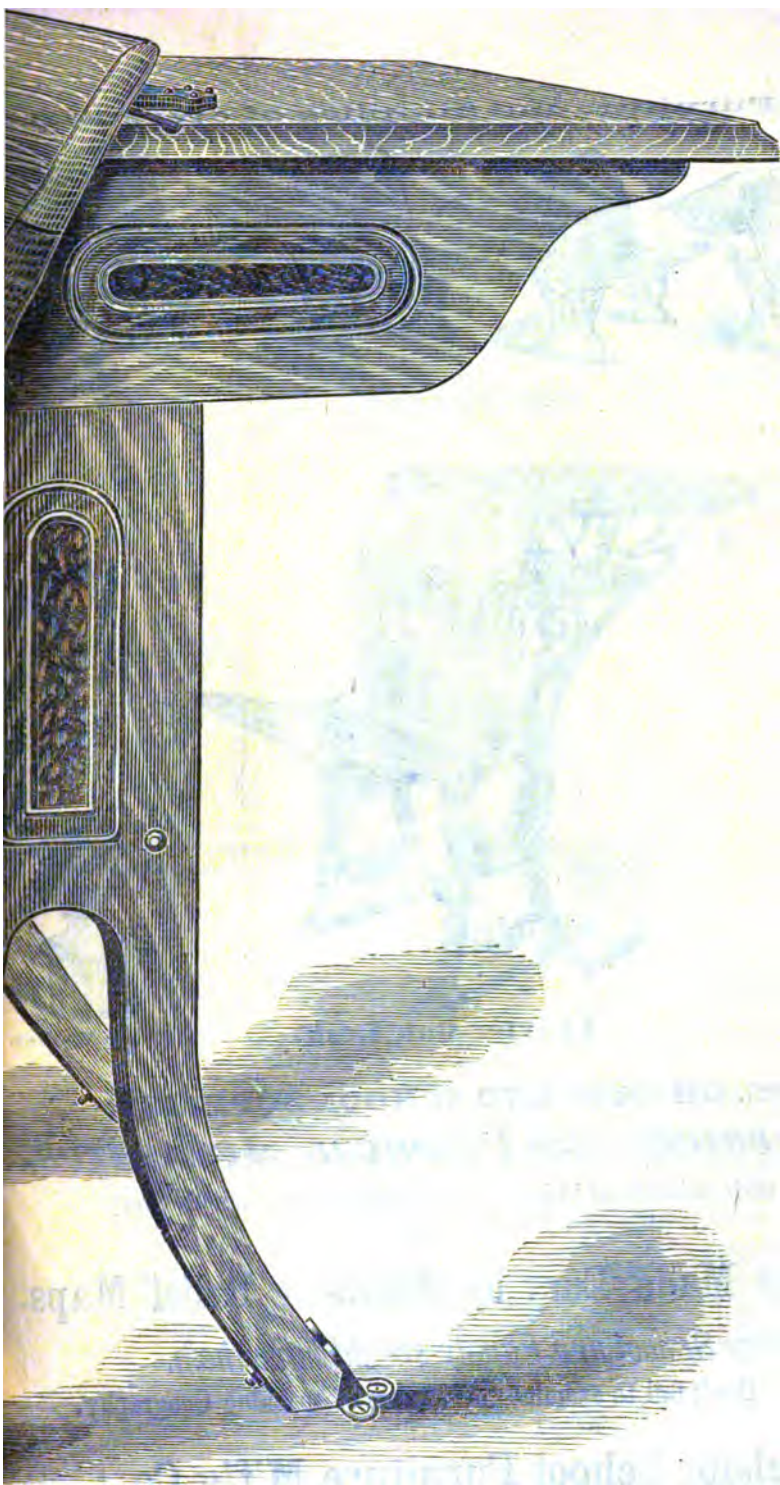
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In the exercises given in these books the starting point is not the isolated word, but always the *sentence* as the embodiment of a thought. In no case is an *a priori* definition laid down; on the contrary, illustrative examples are placed before the pupil, and by the examination of these he is led to form his own definition. Thus, for instance, in communicating a primary notion of the preposition, the teacher takes a book, and placing it by turn on, under, in, near, away from, the table, asks, in each case, Where is the book? What *relation* is there between book and table? In this way it is an easy task to convey the idea that the office of the preposition is to denote relationship.

Again, take the method of resolving a sentence into its component members, and these again into primary and secondary parts; by the procedure set forth in these text books the teacher gives the pupil the detached elements, and requires him to combine them into a whole. For instance: "Washington was commander-in-chief of the American army; Washington was born in Virginia; Washington was born in 1732; Washington caused the surrender of an English general; the place of surrender was Yorktown; the general was named Cornwallis, etc.; combine these propositions into a single sentence."

In the process of building the sentence the pupil will learn far better than by any formal definition the true nature of the personal pronoun, the relative, the participle, etc. This is the spirit that vivifies these books, and their execution is marked by extraordinary tact. There is a most serviceable exercise of which the author makes great use. The task being done, the pupils are required to exchange papers and criticise their mates' papers with reference to spelling, punctuation, style, and thought, in a short letter addressed to the teacher. Several models of such letters of criticism are given in these books.

We may further observe that practical composition in every case follows the statement of principles, and the pupil works his own way into grammar by the actual handling of speech. Swinton's method is the inductive method applied with wonderful skill to the study of the mother-tongue.

Copies for examination, with a view to introduction, sent to teachers and school officers on receipt of half the retail price. Address

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From the late Hon. Henry Wilson, Vice President of the U. S. and Pres. of the Senate.

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From Secretary Fish.

DEPT. STATE, Washington, April 14, 1875.—In this department we have frequent occasion to refer to it, and regard it as a valuable aid and authority.

From Secretary Bristow.

WASHINGTON, Oct. 11, 1875.—Its value is known to every scholar, and no library is complete without it.

From Speaker Kerr.

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The Pennsylvania Railroad is the grandest railway organization in the world. It controls seven thousand miles of roadway, forming continuous lines to Philadelphia, New York, Baltimore, and Washington, over which luxurious day and night cars are run from Chicago, St. Louis, Louisville, Cincinnati, Indianapolis, Columbus, Toledo, Cleveland, and Erie, without change.

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CONDENSED TIME TABLE OF THROUGH TRAINS.

April 16, 1876. Indianapolis Time.	Centennial Express.	Day Express.	Fast Line.
Lv. Indianapolis.....	9.10 a. m.	5.55 p. m.	4.05 a. m.
Ar. Cambridge City.....	11.55 "	7.53 p. m.	6.23 a. m.
" Richmond.....	12.35 p. m.	8.25 p. m.	7.07 a. m.
" Dayton.....	2.50 p. m.		
" Piqua.....	2.50 p. m.	10.14 p. m.	9.10 a. m.
" Urbana.....	4.04 p. m.	11.08 p. m.	10.10 a. m.
" Columbus.....	6.10 p. m.	12.45 a. m.	12.00 m.
" Pittsburgh.....	2.00 a. m.	7.50 a. m.	7.15 p. m.
" Harrisburg.....	11.30 a. m.	3.55 p. m.	3.45 a. m.
" Baltimore.....	6.25 p. m.	7.35 p. m.	7.35 a. m.
" Washington.....	9.07 p. m.	9.07 p. m.	9.02 a. m.
" Philadelphia.....	3.30 p. m.	7.20 p. m.	7.35 a. m.
" New York.....	6.45 p. m.	10.20 p. m.	10.25 a. m.
" Boston.....	6.15 a. m.		9.05 p. m.

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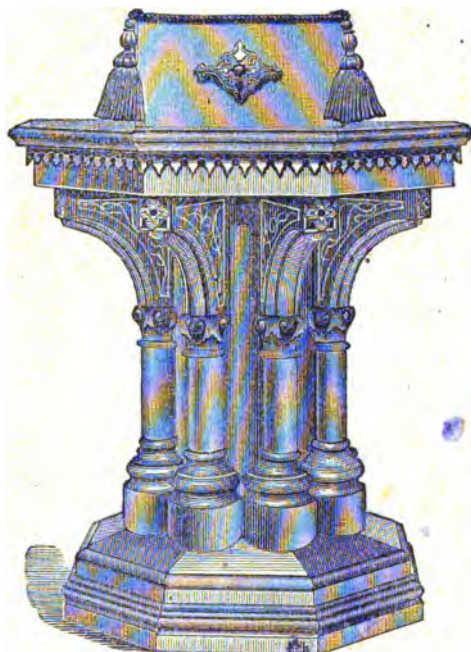
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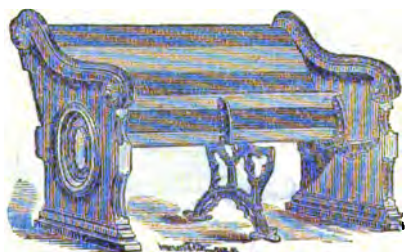
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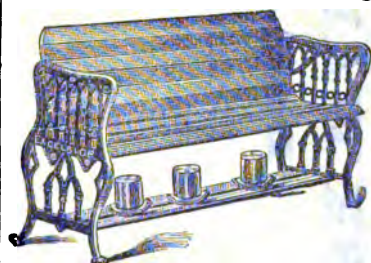
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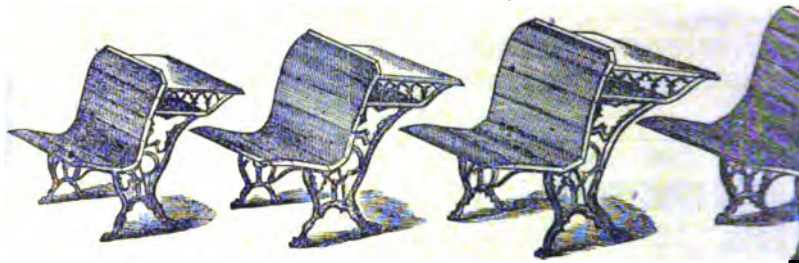
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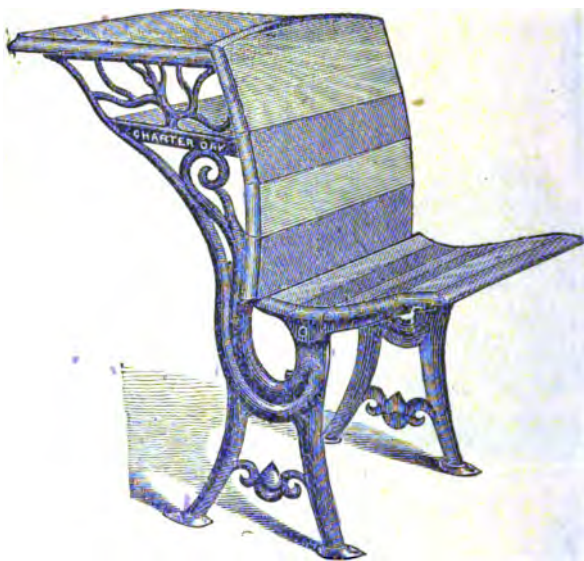
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TABLE OF CONTENTS.

	PAGE.
American Education in the Exposition.—II.	495
Book-Keeping and Business Practice	507
Subjective Enemies and Friends of Scholarship	510
Who should appoint Teachers?	511
When School Lets Out (Poem)	515
How Gen. Newton raised Hell-Gate	515

OFFICIAL—

Final Reports.—Teachers required to participate in the work of Township Institutes	522
Can a Trustee be a Teacher?—County Superintendents should be allowed reasonable expenses.—A Certificate good only in the county in which it is granted.—Have township trustees the right to sustain township graded schools?	523

EDITORIAL—

State Superintendent	524
The Centennial	525
State Association	526
School Legislation	526
A new School Journal	527
Plant a Tree	528

MISCELLANY—

Questions for the examination of teachers	529
Revised list of County Superintendents	531
Personal	535
Institutes	537
Book-table	541
Local	542

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